

THE SCHOOL JOURNAL.

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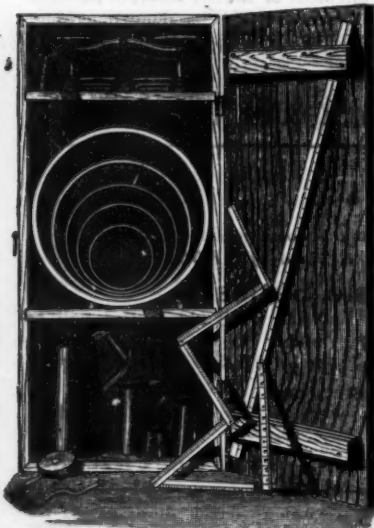
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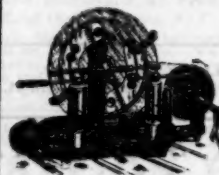
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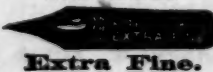
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Please remember that the SCHOOL JOURNAL will not be published July 21 and 28. We publish fifty numbers each year. The two weeks will be taken as a vacation by the hard worked editors.

THE IDEAL.

I think the song that's sweetest
Is the song that's never sung;
That lies at the heart of the singer,
Too grand for mortal tongue.
And sometimes in the silence,
Between the day and night,
He fancies that its measures
Bid farewell to the light.

A fairy hand from dreamland
Beckons us here and there,
And when we strive to clasp it,
It vanishes into air.
And thus our fair ideal
Floats away just before,
And we with longing spirits
Reach for it evermore.

IN an autograph letter to Emperor William, the Czar has asked that Bismarck accompany the Emperor to St. Petersburg. A scheme is on foot for a Russian protectorate in Bulgaria. The death of John Mandeville, who was a prisoner along with William O'Brien in Tullamore Jail, created a profound impression in Ireland. Mandeville's death is attributed to his treatment in prison. At the Pan Presbyterian Council in London, acknowledgment was made of the efforts of women in mission work. Harrison and Morton were formally notified of their nomination. The man-of-war Swatara, with Gen. Sheridan on board, arrived at Nonquitt. An immense ship of logs has been built at Nova Scotia, and will be towed to New York. A severe wind and rain storm did a great deal of damage in Missouri and adjoining states. The debate was closed on the section of the Mills bill relating to sugar. The national conference of "organized charity" societies was held at Buffalo. Mr. Edison will shortly receive a phonograph from England, that will repeat the tones of voice of Gladstone and Balfour; also a song by Patti. Emperor Dom Pedro has recovered from his late illness.

THE meeting of the teachers of the state this year had many features that give much encouragement. We have the elements of a grand system, but they are not organized into a unity. These are (1) the normal schools, (2) the teachers' institutes, (3) the school commissioners, (4) the teachers' classes in academies. The state superintendent has no power over any but No. 2; but the feeling has been growing that we need federation and so No. 3, to the extent of 108 out of 113, have said they will work under the plans of the state superintendent in giving uniform examinations to teachers.

The editor of the JOURNAL, at the Penn Yen meeting, brought forward the plan of county normal schools to supply teachers for the rural schools, but it did not meet with favor. This year it seems to be clear that this is the only plan that will succeed. Briefly, it is proposed to ask the state to give \$40,000 or so, to be employed in paying normal graduates to train young men and women in their own counties; to give them, when the course is finished, second grade certificates. They will be put into a practice school so as to learn "to do by doing."

The great point of the meeting this year is that the teachers had State Superintendent Draper with them in all their plans for improvement. He is a large-hearted, clear-headed man, and above all a "working man." He sees the needs of the schools, and works to meet them. It may be thought that, if the Dept. of Public Instruction establishes these county normal classes, the teachers' classes in academies must go. We do not see it in this light; on the contrary it means help to those academies that is worth having. The Board of Regents never should have undertaken to supervise the teachers' classes; that belongs to the Public Instruction Department.

So that now we may look to see the rural schools benefited, because supplied with trained teachers.

THE growth of the temperance feeling is one of the features of the time. A teacher who does not feel it in the school-room must be made of very unsensitive material. In very many towns there are "temperance bands" that have on their rolls the names of nearly every boy and girl over ten years of age. All this shows that a deep movement is in progress; one that will shake the republic to its center, one of these days.

The saloon must go, that is fixed upon. The teachers who does not help along this consummation will look back as some men do now who had no hand in the great war. They will regret it. The

people of America are fond of moral issues, they will have moral issues. The tariff is like a football which the people have tired of kicking about. That relates to physical issues, but the people want moral issues.

In Independence, Mo., a great contest was lately fought over the saloon issue; the women were out to persuade the voters to abolish saloons for two years; the children helped by singing; the young ladies with carriages to carry friends of temperance. Again we say listen for the ground swell.

WHETHER teaching pays or not depends on what is reckoned as pay. If gratitude, love, esteem, fervent affection, joy arising from seeing others happy, useful; using the powers for the good of others are of value, then the good teacher is well paid. If these are worth nothing to a man, then a teacher must be put down as poorly paid.

A teacher was lately visited by a lady who was a pupil of his when she was a child. They sat long and talked over old times at school. She had become a very useful person, a writer of charming stories, and was able to estimate the value of his teaching. After arriving home she penned a note to him, and we have been permitted to see it:

"I want to tell you what a great pleasure it was to see you yesterday, what a host of recollections it started up. The time was not half long enough for all I would like to hear and say. The years at your school were among the happiest and most profitable of my school days. The influence over me was decided, and has been lasting. Many things you said have staid by me ever since; twenty-five years they have been in my mind and memory. Principles you inculcated have governed me; I have often felt the wish I could see you and tell you so, and thank you for what you have done, for the good you did me, especially for waking me up to study, and for doing so much to make school-work a pleasure.

I am glad to be able to discharge a little of the debt of thanks I owe. I wonder if I have any one who feels so thankful to me as I do to you? I wish sometimes I had been a teacher. I often thought you were the most perfect person I ever saw; I tried hard to be like you."

Here is compensation of a kind that, it is true, cannot be turned into cash; but man does not live by bread alone. A man who teaches and gets nothing but cash is a poor teacher indeed. Let the teacher, therefore, consider whether he is willing to take part pay in gratitude and love. If not let him renounce the profession.

A FEW years ago, at the closing exercises of Grammar School—in New York City, the trustee who presided said to the young lady graduates, "I am glad to see that you have good sized waists. I do not want you to disobey your mothers, but as it is a matter of great importance to you, I tell you not to be screwed into a small corset, unless you wish to be put into a coffin in a few years."

The lady-principal remarked that the day of small, pinched waists for women was nearly over, and that the fashion was to be, large waists. It seems that there is a solid truth in this prediction. A dressmaker in this city says that a common size for a waist 25 or 30 years ago, was 18, 19, or 20 inches. For wedding dresses the regular size was 18 inches. Her books show the measures to rarely go above 19 inches 30 years ago? Now she has many who measure 22, 23, and so on up to 26 inches; none who go down to 18 inches.

This has come from the constant preaching done in the physiology classes in the public schools. The private schools have done little, perhaps nothing, in this direction; because their patrons do not want the truth, but the fashion. This may be considered one of the victories of the public schools.

STUDY THE CHILDREN.

It was counseled from these pages that the teacher should give much time to an endeavor to comprehend the problem of childhood. This counsel has met with two answers; one from the knowledge imparter who has said sneeringly, "I know all I shall ever be called on to impart, and I shall not spend my time on what is useless;" another from a teacher who suspected the advice was good, simply because it was found on pages he had drawn much serious truth from; from this one the answer has been a question, "How shall I study the children?"

Stanley Hall in the *June Scribner*, under the heading, "Story of a Sand-Pile," has given an excellent example of a study of some boys, who played in a sand-pile in the back yard of a house. The whole article is a very interesting one, and well worth a careful study. The boys seemed never to tire of reproducing the things existing in the world of men and women.

"Gradually wooden horses, made in spans for firmer standing on uneven ground, held together by a kind of Siamese twins commixture, to which vehicles could be conveniently attached, were evolved. These horses are perhaps two inches long, with thread tail and mane, pin-head eyes, and a mere bulb, like the Darwinian protuberance on the infolded margin of the human helix, for an ear. For the last two or three years this form has become rigidly conventionalized, and horses are reproduced by the jig-saw as the needs of the community require, with Chinese fidelity to this pattern. Cows and oxen, with the characteristic distinctions in external form strongly accented, were drawn on paper or paste-board, and then cut or sawn into shape in wood. Those first made proved too small compared with later standards of size, and so were called yearlings and calves, and larger 'old steers' and 'Vermont spotted cattle' were made. Pigs and sheep came later, poultry alone being still unshapely, hens consisting of mere squares of wood of prescribed size."

A town was built:

"The adult population of this community are men and women about two and a half inches tall, whittled out of wood. The women stand on a base made of their broad skirts, and the men stand on ground, or on carts, etc., by means of a pin projecting from the feet, by which they can be stuck up anywhere. One or both arms are sometimes made to move, but otherwise they are very roughly manufactured. They have been kept for years, are named Bill Murphy, Charles Stoughton, Peter Dana, etc., from real men in town, and each have families, etc. Each boy represents one of these families, but more particularly the head of it, whose name he takes, and whom he talks both to and for, nasally, as does the original Bill Murphy, etc. In fact, the personality of the boys is strangely merged in that of these little idols or fetiches. If it is heard that the original Farmer Murphy has done anything disreputable, cheated in a horse-trade, for instance—the other boys reproach or threaten with expulsion the boy who represents the wooden Murphy, greatly to his chagrin. The boys get up at night to bring these men in if they get left out accidentally, keeping them in the house if they catch cold by exposure, take them along in their pockets if they go to the city or on a pleasure trip, send them in letters and express packages to distant friends, to be returned, in order that they may be said to have been to this or that place. The best man has traveled most, keeps his farm in best order, has the most joints in his body, keeps dressed in the best coat of paint, and represents the best farmer in town, and is represented by the best boy. The sentiment toward these little figures is more judicial and paternal than that of little girls for dolls. Their smallness seems to add a charm akin to that of largeness in a doll for girls."

In this town commercial, professional and political matters grew up and were managed.

"Laws were enacted only to meet some pressing necessity. Town meetings were summoned by an elected crier, who shouted, 'Ding dong, come to town meeting!' These assemblages were at first held on and about the fence or near their hotel, each boy holding his little wooden dummy in his hand, and turning up its arm when ayes or noes were called. Later a bell and hall were provided. The officers elected were president, flagman, whose duty it was to keep the flagpole in order, and the flag flung, a poundkeeper to look after stray animals carelessly left lying about or lost by other boys, a surveyor of roads, whose duties were sometimes considerable after a shower, a janitor for the hall, and a sprinkler and waterer of crops, etc. A system of fines was also adopted, the enforcement of which led to quarrels, and was stopped by parental interventions. A jail and a grog shop shared a similar fate. So great was the influence of proceedings in this community, upon the general direction of interest and attention, that it was feared that an undesirable degree of knowledge of criminality and intemperance, would be fostered if these latter institutions were allowed to develop. It was at these meetings that the size of a cord of wood and an acre of land was settled. Judicial as well as legislative functions appertained to these meetings. After a firecracker had blown up a house, a law was passed limiting the proximity to the village at which fireworks should be permissible. A big squirt-gun served as a fire-engine, and trouble was at once imminent as to who should control and use it, till it was enacted that it should be under the control of the boy whose buildings were burning. One boy was tried for beating his horses with a pitchfork, and another for taking down the pound wall and leading out his cattle without paying the fine. Railroads were repeatedly proposed, but never constructed, since the earliest days of the 'sand-pile,' when they did exist for a short time, for the double reason that they would interfere with teaming, which was on the whole still more interesting, and because every boy would want to be conductor and president of the company."

Prof. Hall points out the value of the sand-pile as follows:

"On the whole, the 'sand-pile' has, in the opinion of the parents, been of about as much yearly educational value to the boys as the eight months of school. Very many problems that puzzle older brains have been met in simpler terms, and solved wisely and well. The spirit and habit of active and even prying observation has been greatly quickened. Industrial processes, institutions, and methods of administration and organization, have been appropriated and put into practice. The boys have grown more companionable and rational, learned many a lesson of self-control, and developed a spirit of self-help."

This has come about because the boys were untrammelled, followed out their own ideas as they acquired them by observation. He points out that as tools and implements acquired perfection and finish, the boys lost interest. It shows that in producing an idea in a concrete form, the thing so produced becomes a part of the producer, and develops imagination, and to a degree that possession without the sense of production never can arouse.

On the whole the article will rouse many an opponent to "Manual Training" to thinking, and this is all we want.

MANUAL TRAINING.

FIRST. There are any number of persons who can demonstrate that manual training cannot be introduced into the schools. And yet, here in the city of New York that felt so, exceedingly and abundantly, it is being introduced into twelve schools this year. Those that are able to give hundreds of good reasons why it cannot be introduced, will wake up some fine morning and find it already introduced.

SECONDLY. Misconceptions about manual training are as plenty as blackberries; say over and over that you mean forms of doing in order to obtain a training of the mind not reached by the perusal of the book, and yet you will see your listener set up his idea of manual training, and fall back, and *a la John Sullivan* proceed to knock it over in very neat style.

THIRDLY. We should be sorry to have what these people imagine manual training to be, put into our schools. They would go to the dogs in no time.

FOURTHLY. There are but a few persons in the country entitled to say anything about manual training from their own knowledge. When one in the position of Supt. Aaron Gove, president of the National Teachers' Association says: "Except the manual dexterity acquired, no single advantage exists that cannot be obtained from intelligent study of drawing," we must conclude that there is very little known of manual training among teachers.

FIFTHLY. The lines are being drawn. Those who are putting themselves on record will look back in ten years and say, "I know more now."

"OLD SOUTH HISTORICAL WORK" IN THE WFST.

Courses of historical lectures were instituted at the Old South Church, Boston, in 1883. They were designed to promote a more serious and intelligent attention to historical studies, especially studies in American history, among the young people of the city. Marked success has attended these lectures, and the movement is growing.

Mr. H. H. Belfield, principal of the Chicago Manual Training School, having heard one of these lectures, arranged a similar course two years ago, for the young people of Chicago. Both series of lectures have been successful, and the plan has become permanent. The interest is not confined to schools. Application for tickets come from persons not connected with any educational institution, and from the reading clubs of the city.

Madison, Wis., has also instituted a similar course, the subject for this year being, "The North-west Territory." The lectures have attracted much attention, and will be repeated in Milwaukee in the fall, as the beginning of a similar movement there.

THE REV. DR. ANDREW P. PEARODY, who has just entered his seventy-eighth year, is said to have learned to read before he was three years old. He was so well fitted for college under private tuition that he passed the examination for admission when he was twelve, and by remaining under instruction a year longer he was enabled to enter the junior class. As he completed his college studies at the age of fifteen, he had the honor of being the youngest person, with two exceptions, who has graduated at Harvard. Like many bright graduates who have to depend upon themselves for support, he spent several years in teaching, and the bent of his

tastes being toward the ministry, and his religious views being of the liberal sort, he pursued his studies at the divinity school of Harvard University.

THOSE who are in charge of Dakota teachers' institutes plan to have them helpful to all grades of teachers. The fall meetings will begin early in September, and superintendents are requested to send to the territorial superintendent their preferences in regard to time, place, conductors, and other important facts. The purposes of the institutes are to awaken teachers to the nobleness of their work, to give instruction in subject matter, and methods of teaching and governing, and to arouse an interest in communities.

THE Yale Faculty have taken a step in the right direction in prohibiting the use of alcoholic liquors of all kinds, and grades, in the college society halls.

SOME facts concerning his new university in California, named after his dead son, have been made public by Senator Stanford. It is to be open to young women and young men, rich and poor alike. Special provision will be made for orphans. Free scholarships will be given to the deserving. There will be a machine-shop, and the teaching will be directed to the promotion of originality and invention. The inculcation of temperance will be a marked feature. The religious instruction will be Christian, but not sectarian.

SWEDENBORG said: "Some people's ideas are glued to their brains." This indicates that the seer was also a prophet, and foresaw the mental condition of unprogressive teachers of the present day.

T. F. SEWARD.

MR. PHILIP MAGNUS, director of the City and Guilds of London Institute, is the first teacher in Great Britain to receive knighthood. Queen Victoria has recently conferred this honor upon him. Sir Philip is a representative of the new school of science and modern culture, and is a strong advocate of technical instruction, which subject has been much discussed of late in England. Many think that such education will cause greater enterprise and success in all branches of business.

JOSHUA G. FITCH.

This gentleman, to whom references have been made in the JOURNAL, is an inspector of the normal training colleges in England, which institutions correspond to our normal schools in many particulars. Mr. Fitch was principal for seven years of the Normal College of the B. and F. S. Society. He has been examiner in English language, literature and history in the London University; of which institution he was appointed a fellow; also, he has acted as a special examiner for the civil service commission, and for the society of arts. He is the author of many articles on educational and other topics, and is best known in this country as author of "Lectures on Education," an admirable volume. These were delivered before the Teachers' Training Syndicate, and immediately marked its author as one of the clearest thinkers on the subject of practical teaching. He is held in high esteem here because of the earnest ground he takes in these lectures. The end sought in the English schools seems to be the knowledge obtained; the American idea is the formation of a solid character. Mr. Fitch in his lectures gives preference to the American idea over the English. Of course, it is not claimed that the Americans invented this idea; they inherited it from Pestalozzi and Froebel.

Mr. Fitch has given some time to an inspection of the schools of this city, and will visit some of our educational gatherings, and return in August to England. He will address the American Institute at its meeting in Newport; attend the closing exercise of Harvard College, and visit some of our seaboard cities. Everywhere he will meet with a warm reception among the educators of America.

THE reports of the State Association Meeting at Scranton, Pa., are received just as we go to press. A full account will appear in the JOURNAL of August 4.

PLEASE remember that the SCHOOL JOURNAL will not be published July 21 and 28. We publish fifty numbers each year. The two weeks will be taken as a vacation by the hard worked editors.

BRIEF ITEMS.

AUBURN, N. Y., dedicated a new high school building June 5.

PRESIDENT E. R. ELDRIDGE, of the Eastern Normal school, at Columbus Junction, has been elected to the presidency of the new state normal school, Troy, Ala. Mr. Eldridge has been for many years a prominent educational worker in Iowa. He enters his new field of labor in the maturity of his manhood, and with the ripeness of a large and successful experience.

A DEPARTMENT of pedagogy has been added to the curriculum of Wellesley College.

It is the intention to build the new Library Building for the University of Pennsylvania upon some portion of the University grounds fronting on Thirty-fourth street. Messrs. Furness and Evans have been selected as the architects. The cost of the building alone will be about \$150,000.

THE art school at the museum in Eden Park, Cincinnati, has 395 pupils and employs 12 lecturers and teachers. Among the bequests to the museum is Thomas Cleneay's collection of 25,000 objects belonging to ancient races in the Ohio Valley. During the year the museum was visited by 29,268 people, of whom 8,517 came on Sunday.

MR. N. F. POOLE, who is to be the librarian of the Newberry Library, Chicago, thinks that after paying the cost of the building and making the first expenditure for books there will remain a permanent fund of \$2,000,000. The collection will be adapted to the use of scholar rather than of the general public.

THERE are 31,836 volumes in the public school libraries of New York City, valued at \$14,126.20.

THE results of the latest explorations by the Archaeological Schools of Athens, have taken form in a finely executed plan of the Acropolis. The drawings were made by Mr. F. C. Penrose, the Director of the British School, and by Dr. William Dörpfeld, the Director of the German Institute.

THE new library building at Yale, which is being provided by Mr. S. B. Chittenden, is to be 106 feet in length, 106 feet in depth and about 80 feet in height. The exterior will be entirely of cut stone, and the building will be of iron and masonry throughout, and entirely fireproof. The floors will be of concrete, covered with asphalt and tiles.

THE Industrial Education Association of this city has 760 students, 17 instructors, and 44 courses. There are special classes in domestic economy, sewing, industrial art, mechanical drawing, and wood-working. Two public lectures are given each week.

ABOUT 2,500 words are all that are used in ordinary talking and conversation, although there are some 20,000 words in the English language. Different authors vary in the number of words they use, but the difference is but slight. Shakespeare found 4,000 words sufficient for his works.

THE "Manual of Correspondence," published in No. 2 of the Supplement Educational Series, is the work of Mr. Seymour Eaton, successor to the Supplement Company, Boston, Mass. It will be found to be of use to teachers who wish to present this subject practically. The author believes that "we learn to write by writing," and has planned his work accordingly. The article on "Practical Business Composition," in the May INSTITUTE, page 272, was suggested by this book, and from this our readers may gather something of its value.

THE objects of the Teachers' Provident Association of the United States are to render pecuniary aid to relatives of deceased members, and to confer upon living members such benefits as it can give. Teachers, or other persons in sound health, and under sixty-five years of age, can become members on the approval of the board of directors. Teachers, especially those who have relatives dependent upon them, will do well to consider this matter. Assist. Supt. N. A. Calkins, New York City, is president. The office of the association is at 753 Broadway, N. Y.

"Nothing is more terrible than active ignorance."

—GOETHE.

By this is meant the using of and building on error as though it were truth. Thousands of instances will

occur daily of children and men acting ignorantly. Suppose a railroad train rushes along, supposing the bridge over yonder river is secure. Suppose a teacher believes that filling the mind with abstract knowledge is the best way to occupy the period of a child's youth. And so might examples be found on all sides.

THE process of learning to read is a natural one, like learning to talk. This is illustrated by Frederick Pollock. He says:

"My second son W—, learned to read in a singular manner. His mother used to read out to him for half an hour every day before dressing for dinner, from Longfellow's 'Hiawatha.' At the close of the reading he would always ask for more, and his mother would reply, 'I cannot read any more now, but if you like to take the book and look at the words, as I have read them to you, you may do so!' To this suggestion the boy eagerly agreed, and by this process, at the end of a fortnight, he could read the whole of the poem with ease. He was then five years old, but did not know his letters. This is a curious instance of what may be done by the enthusiasm of the learner to help a teacher."

Over and over again we have said to teachers, that the motive is the first thing to consider. It must be made an object for the pupil to press his attention to the printed page. The same plan was employed by a teacher in a private school in the city, and the result was so remarkable that it became an important institution.

THE public school system of this city has been discussed by the press as it could not have been a few years ago. Some of the papers turn to the school-buildings, and profess to find in them the cause of the public discontent. The *Christian Union* puts the matter clearer than any other paper. It says:

"It is an indication of a rising public sentiment on the subject of public education, which demands the abrogation of mechanical methods, the abolition of the forcing process, and a practical recognition of the fact that education is a growth of character, not a manufacture of recitation-makers; that Mr. Jasper has been re-elected by so narrow a majority is significant, and the significance is worth consideration by all those who are engaged in any form in the work of teaching. The day of the mere mechanician in the school-room is drawing toward its close."

This is correct. It is the demand of the people for the introduction of the "new education." In placing manual training in twelve schools this year the board of education has done well, but it must now educate the teachers into a new spirit, or all will be in vain. "New wine cannot be put into old bottles" is a truth that is positively applicable to education. The teachers here in this city must do something besides try new devices. Happily, there are many who will only be too glad to cut loose from the cramming, and practice culture instead.

ST. CLAIR COUNTY NORMAL INSTITUTE.

This institute will be in session at Osceola, Mo., for four weeks, commencing July 30. The work will be in two divisions, one embracing the subjects of a third-grade, the other the subjects of a second-grade certificate. Examinations will be held at the close of the institute, for the purpose of issuing institute certificates. Address Mr. John B. Ferguson, Osceola.

ONTARIO TEACHERS' ASSOCIATION.

The twenty-eighth annual convention of this association will be held at Toronto, Aug. 14-16. Some of the subjects for discussion are as follows: "Vocal Music as an Auxiliary in Teaching Language," "What are the Proper Functions of a Normal School?" "Agricultural Education in our Rural Schools," "High School Text-Books," "Model Schools," "The Teacher's Idea of Inspection," "The Influence of Teachers," and "Advantages and Disadvantages of Graded Schools." A list of the speakers contains the names of W. J. Connor, B. A., Berlin; Prof. M. McVickar, Toronto; Mr. A. T. Cringan, Toronto; C. Clarkson, B.A., Seaford; J. Henderson, M. A., St. Catharines; Mr. E. D. Parlow, Ottawa; Professor Brown, Guelph; Mr. A. Barber, Cobourg; Mr. A. McIntosh, Toronto; Mr. W. J. Osborne, Rossmore; H. I. Strang, B. A., Goderich; C. A. Scott, B. A.; Mr. R. Coates, Burlington; Mr. T. C. Haultain, Peterborough; Mr. W. G. Warkman, Ottawa, and Mr. Alex. Campbell. The details of this meeting have been carefully arranged by the President, Mr. J. H. Smith, Ancaster, and the executive committee, and every effort has been made to insure its success. The railways have offered return tickets at reduced rates. Great interest in educational matters is being evinced in Canada, and this session will doubtless be one of the most profitable in the history of the association.

MORAL TRAINING.*

Our pupils are not stocks and stones to be laid with mortar and trowel, but are living things, with traits as distinguishing as those of the maple and hemlock; they are to be trained, guided, and developed by the wise teacher, and in no way more efficiently than by the example of the teacher, by her conduct in the daily work and intercourse of the school-room.

A pupil is not advanced in morals by reciting moral maxims to a teacher in whose justice and honesty of dealing with her pupils he has no confidence, nor is he instructed in reverence for any Higher Power by repeating portions of sacred scripture to one who in her daily life shows a disregard for the commonest rules of truthfulness and respect for authority.

It is not, I think, by the perfunctory teaching of moral principles that character is to be developed and established. Our pupils above the primary grades will pass as satisfactory an examination in the principles of morality as the clergymen who assemble in their weekly meetings.

By the wise and sympathetic teacher in the school-room are to be formed those habits of truthfulness, integrity, regard for the rights of others, respect for properly constituted authority, and reverence for what is sacred, which no program morality with text-book and manual, thirty minutes a day, can ever secure.

Not a recitation, not an exercise of the school-day in reading, in arithmetic, or in geography, is without the opportunity for forming those habits of right thinking and doing in which all useful morality consists, and a visit to any one of our school-rooms will, I feel assured, convince the caviler that nowhere is there a more constant, consistent, efficient development of high, worthy and durable moral principle and character than in our public schools.

* From the report of Supt. George Howland, Chicago.

SUMMER NORMAL INSTITUTES.

PETTIS COUNTY NORMAL INSTITUTE.

This institute will be in session at Sedalia, Mo., for two weeks, commencing August 13.

Classes will be organized in such studies as have the most direct bearing upon the teacher's work in primary and district schools. The work of the session will be especially adapted to the wants of those intending to teach during the coming winter. It will close with an examination for teachers' certificates.

Prof. F. E. Cook will lecture on Pedagogy, Art, Psychology, and other themes. Address R. M. Scotten, Sedalia.

TEACHERS' NORMAL INSTITUTE.

A normal institute of the teachers of the Cherokee National schools will be held at Tahlequah, Ind. Ten., July 2-16.

The objects of the institute will be the review of branches taught in the primary schools, and the discussion of improved methods of teaching, applicable to the branches taught. Address James Donnelly, Tahlequah.

SEDGWICK COUNTY NORMAL INSTITUTE.

The twelfth annual session will convene at Garfield University, Wichita, Kansas, July 30, and continue four weeks. Mr. H. G. Larimer is the conductor, and Professors J. M. Naylor and A. P. Shull the instructors. The directors of the university have been offered the free use of all its rooms and apparatus. No effort will be spared to make the institute a grand success, and to provide for the comfort and convenience of those attending. Address Supt. D. S. Pence, Wichita.

SUMMER NORMAL CLASS.

The summer class connected with Hope College, Holland, Mich., will hold its next meeting July 10-Aug. 17. It is designed to offer to the teachers of Allegan, Ottawa, and adjoining counties an opportunity for a thorough review of the subjects required for first, second, and third grade certificates together with a study of principles and methods of teaching. Address Rev. Charles Scott, D.D., Holland.

DOUGLAS COUNTY TEACHERS' INSTITUTE.

The next session will be held in Omaha, August 13-25. Supt. James B. Bruner, conductor. The instructors are Miss Mary Strong, M. D., Mrs. Ella W. Brown, Prof. M. G. Rohrbough, and Prof. J. L. Worley. Examination for certificates will be held on Saturday August 18, and Friday and Saturday, August 24 and 25.

HURON SUMMER NORMAL.

The third annual session takes place July 3-August 1, at Bad Axe, Mich. In addition to the regular academic work, this school will be a school of methods. A lecture course will be given, the speakers including Prof. W. H. Meeke, Illinois, Prof. Alexander Winchell, Michigan University, and others of note. Hon. Jos. Estabrook, state superintendent of schools, will be present part of the time, speaking on school management, science of teaching, normal methods, morals and manners in the school-room, etc.

THE FORTY-THIRD ANNIVERSARY
OF
The N. Y. State Teachers' Association.

WATKINS, N. Y., JULY, 4, 5, AND 6.

PRESIDENT.

J. W. KIMBALL, Amsterdam, N. Y.

VICE-PRESIDENTS.

W. H. COATS, Elizabethtown.
MISS E. S. HANAWAY, New York.
MISS AMELIA MOREY, Potsdam.
A. W. NORTON, Elmira.

CORRESPONDING SECRETARY.

EDWARD DANFORTH, Elmira.

RECORDING SECRETARIES.

ARTHUR COOPER, New York.
A. W. MOREHOUSE, Port Byron.

TREASURER.

C. N. COBB, Waterford.

WEDNESDAY.

The association met at Watkins on Wednesday, July 4. The opening session was held in the Presbyterian church, President Kimball in the chair. Surrogate Sunderland read the welcoming address of Judge Beach of Watkins, and Jared Barhite, of Irvington, responded. Speaker Cole, of Watkins, gave an address on education in general. Then the committees were appointed. Some fine singing by the choir was interspersed.

Mr. Barhite alluded in feeling terms to the loss sustained by the association in the death of Professors Johnson, Lantry, Bulkley, and Danforth. President Kimball appointed W. S. Norton in the place of Edward Danforth, deceased. Committee for 1889 on *Necrology*: C. W. Bardeen, M. W. Scott, L. B. Newell, J. Barhite, E. A. Sheldon. *Time and Place*: W. B. Gunnison, M. J. Michael, G. Hardy, F. R. Smith, A. L. Bush. On *Resolutions*: O. Root, Miss Mary Hargrove, J. Gallagher, J. E. Massee, C. W. Wasson. On *Finance*: C. F. Wheelock, E. Waite, C. H. Verrill.

THURSDAY.

The committee for "Increasing the Efficiency of the association" reported through Sherman Williams. He referred to the attendance—at Elizabethtown 250; of normal teachers, few attended; a few of the 118 school commissioners, say 40; of the colleges none now practically come. Other associations, better organized, seem to draw away from us.

(1) There is a want of organization; it is like a country school. (2) There is a need of a permanent place. (3) There is need of many changes in the constitution. He closed by submitting a new constitution.

The first and second articles of the proposed constitution relating to title, etc., were adopted. That relating to membership was discussed by Ross, Gallagher, Gunnison, Root, Hardy, Larkin, Verrill, Norton, Williams, and Cook. It limits the membership to educators. That relating to officers was debated by Cook, Ellis, Kellogg, and stands as in the old constitution. A Transportation Agent, and a Superintendent of Exhibits, were added. The articles relating to place of meeting recommended fixing on a permanent place—Saratoga. This was debated by Ellis, Verrill, Cook, Gallagher, and others. The majority were in favor of it except the Brooklyn members, who wanted the association to meet there next year and then go afterwards to Saratoga. The association evidently was in favor of locating in some place permanently. It was decided to fix on Saratoga as a home after 1889. The new constitution was finally adopted.

The Committee on Time and Place reported, through Mr. Gunnison, in favor of Brooklyn as a place of meeting for next year and the report was adopted.

2. Supt. Whitney of Ogdensburg, read a paper sketching a system of normal work designed to benefit the rural schools. He proposed that training classes be established in each county where teachers may be trained for first grade certificates. Discussed by Prof. Williams, of Cornell, and Supt. Hawkins.

3. In the afternoon "Improved Methods of Teaching" was presented by Prof. Holden, of Plattsburg; by Prin. Waite on "Manual Training;" Prof. Griffith, of New Paltz, spoke of the need of study of children's minds. He was followed by Prof. Woodhull, now of New York City, who gave some interesting examples of experiments with simple or "home made apparatus."

4. Prof. Cyrus A. Cole, of Amsterdam, read a paper on "The Education Demanded To-day." Discussed by S. J.

Preston, J. Gallagher, Hill, Mickleborough, and Sheldon.

5. The report of Committee on the Condition of Education was read by Supt. Ellis of Rochester.

6. Dr. J. H. Hoose discussed in a paper the question "Do existing Methods of Teaching develop Self-reliance?"

7. In the evening State Superintendent Draper gave an address on the methods and plans for public education pursued by the State of New York.

The nomination of officers followed.

FRIDAY.

After the opening exercises Prof. Amos M. Kellogg made some remarks relative to the recent death of Edward Danforth. He said: "There are few members of this association but remember the unflinching regularity with which Edward Danforth attended to the numerous duties placed on him year after year by this association. As corresponding secretary, he had on his shoulders the arrangements for the transportation of the members on the various railroads, as well as many other duties pertaining to the comfort of this association, and we can all testify to his fidelity and ability. He took an earnest interest in the prosperity and welfare of the association; he gave his time and labor freely to advance its objects. In this work he has endeared himself to the members of the association by his kindness of heart, his efforts to assist, and his wise and efficient counsels. Fresh from the shock produced by his sudden departure from this life, we desire to bear testimony to his worth and to his loss."

Resolved. That the members of the association feel that in the death of Edward Danforth they have lost a faithful and earnest co-laborer; that he has discharged his duties as an officer of this association for many years in a most efficient manner; that he has given earnest labor to advance the cause of public education in our state; that his bearing towards new and old members alike has exemplified the manliness and courtesy of a true gentleman, and that he strove with all earnestness to bring his character in accord with the principles of our Divine Teacher."

Ordered in the minutes.

Prof. Theo. C. Hailes, of Albany, gave instruction relative to "Free-Hand and Industrial Drawing."

The "Mental Effect of Manual Training" was then presented by Dr. E. A. Sheldon. It was discussed by Prin. E. H. Cook and Mr. Clark, of Boston. During this time the polls were opened.

In the afternoon the report of the inspectors of election was made, showing the following results:

For *President*, E. H. Cook, Potsdam. For *Vice-Presidents*, John W. Stewart, Penn Yan; George E. Hardy, N. Y. City; Miss Smith, Oswego; Miss Griffith, Mexico. For *Recording Secretaries*, A. W. Morehouse, Port Byron; P. E. Tarpey, N. Y. City. For *Transportation Agent*, Arthur Cooper, N. Y. City. For *Treasurer*, C. N. Cobb, Waterford. For *Supt. of Exhibits*, H. B. Smith, Brooklyn. For *Executive Committee*, W. B. Gunnison, Brooklyn; Orin Root, Clinton; L. C. Foster, Ithaca; W. J. Milne, Genesee; A. S. Draper, Albany; C. A. Cole, Amsterdam.

The discussion of resolutions followed. Mr. J. S. Lusk offered the following which was adopted by the association:

Whereas, the conventions of commissioners and superintendents in former years have repeatedly favored uniform examinations throughout the state, and

Whereas, by strenuous efforts (seconded by Supt. Draper) secured the passage of a bill through both houses of the Legislature, but which failed to meet the executive approval, and

Whereas, this association did last year vote favoring the "uniform plan," and requested Supt. Draper to draft regulations for the voluntary adoption by the educational supervising officers; and

Whereas, a committee was appointed to co-operate to secure the adoption of this plan, and

Whereas, as a result, Supt. Draper drew up plans which the commissioners, as well as some of the city superintendents, have adopted, therefore

Resolved, that we extend to Supt. Draper and to the members of the committee appointed by this association, and to the commissioners and superintendents who have co-operated, our hearty thanks, and pledge our further co-operation; we express the hope that the thirty city superintendents not yet in line with us, will soon join hands with the commissioners in making the system a unit throughout the state.

This led to considerable discussion, but was finally adopted. (Some other resolutions were also presented, but have not reached us as yet.)

In the evening Prof. Albert Bickmore, of New York, gave a stereopticon lecture on the "Scenery and Fauna of the Rocky Mountains."

The new officers were inaugurated, and the association adjourned.

NOTES AT THE ASSOCIATION.

Brooklyn teachers were out in considerable force; about twenty members were present; they announced their wish to have the association go to Brooklyn next year. New York sent up quite a delegation; among them George Hardy, M. Moritz, Misses Hargrove, P. S. 31; McGinn, P. S. 41; McFarland, G. S. 35; Hanaway, P. S. 28; Robertson, Roberts, Watkins, McCann, and Johnson.

There was general dissatisfaction at the Glen Park Hotel; the beds were poor and the eatables ditto.

The paper of Prof. Griffith, discussed the effect of ordinary training towards producing a disinclination for muscular work.

The address by Speaker Cole was a disappointment to the teachers, as it dealt wholly with generalities; he is evidently a man of ability, nevertheless.

The attendance at the opening was rather small, perhaps 250. The older members seem nearly to have disappeared. Mr. Ross and Supt. Smith were the only ones present of those who founded it 43 years ago. New blood seems to be coursing in the veins of the association.

The plan to have a permanent home for the association now seems assured. The JOURNAL was the first to agitate this matter; seven or eight years seems to be required to hatch out a valuable truth.

The editor of the JOURNAL was warmly welcomed which was very grateful; that he should be remembered during the four years that he has been absent, on account of ill health, shows that there is an appreciation of his labor in behalf of the association.

The experiments made with home-made apparatus by Prof. Woodhull, now of the New York Industrial association, were neatly made and attracted much attention. It is a subject he evidently understands. In five minutes with a bottle and a lamp-chimney he made several experiments.

Two colleges were represented, Cornell and Hamilton. Prof. Root, of the latter, is a fast friend of the association. Prof. Williams, of Cornell, has been a steady attendant for many years.

The Potsdam, Oswego, Cortland, New Paltz, and Buffalo Normal Schools sent their presidents, five of the eight. Quite a number of the school commissioners were present, but not as many as usual.

City superintendents were present from Brooklyn, Kingston, Albany, Syracuse, Rochester, Amsterdam. Supt. Maxwell, made a very strong impression and won many friends. He does not seem to be a man of "ruts," but to have fresh ideas and to be on the alert for advancement.

Pres. Kimball made an excellent presiding officer; long and tedious speeches could not be made. Too often has pointless talk been allowed by the chair.

The "Exhibit" was made at the court house, and included the cities of Brooklyn, Albany, Oswego, Canajoharie, and Buffalo. A marked difference was apparent in the exhibits from what used to be sent in. The industrial element is appearing. The "finicky" pictures are growing less and less.

The election was a very close one; Prin. Cook only got nine votes more than A. W. Norton. This was due to the fact that so many felt that Mr. Norton deserved the office for his long and faithful services. Mr. Cook was selected because the meeting was to be held in Brooklyn, and it was thought that Prof. Cook would be able to guide the ship among the Brooklyn breakers—it will need a man of nerve.

A gallant young fellow from New York City, George Hardy, was on the ground. He is principal of G. S. 82, and is probably the youngest principal in the city. He will be heard of, we predict.

FROM PAPERS READ AT THE N. Y. STATE ASSOCIATION.

"IMPROVED METHODS IN TEACHING."
(From Superintendent Waite's paper.)

Whoever has made any extended observation of the kind of employment sought by young lads leaving school must have noticed that the younger ones were ready to accept whatever offered, while those whose period of school-life was longer, were always looking

for those positions which required but little "sweat of the face."

This is not only true, but natural that it should be so. The physical activity of childhood is not cultivated and encouraged but rather discouraged. True our school-system does not teach that manual labor is ignoble; but children learn and form their ideas, not from precept, but from actual events which they daily see. The work of the school is almost wholly on books; all the bright examples cited to stimulate are not of victories won by hand labor.

It is by the hand that a living is earned by a vast majority of those who leave our schools. The growth of the kindergarten is due to the recognition of its influence in training the activities of the child.

(From Professor Griffith's paper.)

Beyond reasonable doubt seems to be the statement that the methods of education must be based on psychology. Hence the teacher must have some knowledge of psychology. To study it solely from books is useless; the mind of the teacher himself, and of his pupils must be his text-books. The order of development must be observed; first the presentative, next the representative, then the elaborative. This means he must teach the child to use his senses, before he can employ the imagination; upon the concrete facts of elementary natural science, before he forces him to make nice discriminations, as in grammar or logic. He must remember Sir William Hamilton's words, "Self-activity is the law of mental growth." Many kinds of knowledge must be expressed in the actual making or representation of the thing which illustrates the knowledge.

"MENTAL EFFECT OF MANUAL TRAINING."

(From Professor E. A. Sheldon's paper.)

The term manual training has a wide range of interpretation. It applies to all modes of expression through the instrumentality of the hand; the hand is employed to give expression to the ideas that exist in the mind; it is simply language put in objective form. No one questions the value of language in intellectual training; the same principle is applicable in drawing, painting, modeling, and the mechanic arts.

Modeling seems to come first as being the most simple and the easiest of manipulation; no tools are required but the hands; and the object produced has such a veritable likeness to the object imitated as to awaken the deepest interest, in the mind of the child. We are beginning to learn there is a genuine educational value in this form of expression. It tends to give clearness, exactness, and definiteness to the mental concept.

In all the process something more than the hand has received training. The important thing that has been gained is the concept, which is purely a mental product. It is the furnishing of these concepts, clear and well-defined, so impressed as to be life-long in their duration, that constitutes a very important part of our work in all the early processes of education. Without these all generalizations, inferences, and deductions, as also imagination and reasoning, are entirely out of the question. Upon them the poet, the teacher, and the logician must depend. They are his mental furniture, and just in proportion to the abundance and quality of this supply will be the extent and wealth of his power.

After modeling, the way is paved for cutting the regular geometrical forms from paper or pasteboard; the way is then paved for representing by drawing. In this, as in forming the clay model the work of comparison goes on until his work agrees with his mental concept.

While the cultivated taste is worth something, and the enhanced power to get a living is worth a great deal, that which is of most worth is the gain in intellectual power to acquire knowledge, to assimilate, classify, and organize the same.

It is very questionable whether we do not overrate the value of drawing for training the eye and the hand, and underestimate its bearing on intellectual training. We must conclude that the greatest good that comes from drawing is intellectual; it aids in building up accurate concepts and making them permanent as an investment for future use.

Whatever is true of molding clay or putty, of paper-cutting or folding, and drawing, is true, and pre-eminently true, when a more obstinate material is used; the greater the obstacle to be overcome, the more vivid and lasting the impression made. But there is an instinct in a child that gives delight in overcoming difficulties and leads him to enter upon this part of his work with that lively interest that insures the most intense and fixed attention.

But there is a value to be attached to work with tools,

outside of its relation to the regular lesson work of the school. It is objected that it tends to crowd out subjects of study that are more plainly intellectual in their bearing and more essential to the general preparation for citizenship. But this is a mistake. A pupil will carry on quite as much purely intellectual study in connection with tool-work as without it, and I believe with more ease.

The interest now runs to a high pitch; they are wide-awake; their minds are in a receptive condition. The workshop gives a rest to children, and there is a tendency not to get sufficient rest and change. The work with tools gives not only rest but physical exercise; they go from the workshop refreshed and invigorated, and can accomplish more in the same time than they would without the quickened flow of blood caused by the muscular effort.

They construct useful forms, so the result of a course of training with tools is to awaken a feeling of conscious strength and moral dignity; and nothing can be more important in the formation of character. It is for this reason that boys reared on a farm or in a workshop, as a rule, far outstrip in the race of life the city boys who have had no such training.

A feeling of conscious power and self-reliance is generated when anything is to be made or mended, if the boy knows that he can do it. So that we believe it is better that whatever is made shall serve some useful purpose. Nor would we make any distinction between boys and girls in the work with tools; the latter are quite as much interested in the use of tools of all kinds as the former. We treat them alike in the normal school. In the classes in elementary physics each pupil is required to construct a full set of apparatus sufficient to illustrate all the work of the class.

We have the opinion that needle work does not have so important a bearing on the intellectual life of the school as other forms of manual training. It is a convenient form of handwork to introduce and give variety and rest, and cultivates manual dexterity. The same may be said of cooking. We do not introduce it into our school work.

We have never had any doubt as to molding and drawing, and have employed them for more than a quarter of a century. We confess to a little infidelity as to the utility and practicability of shopwork as taking rank with these; but, in view of all the testimony that has been brought to bear on this subject by those who have put it to a practical test, and our own limited experience, we are convinced that within a certain range of work, if educational results are kept uppermost, it may be made a valuable aid in the work of public education.

ANNUAL CONVENTION OF THE COUNTY SUPERINTENDENTS AND INSTITUTE INSTRUCTORS OF INDIANA.

INDIANAPOLIS, June 26-28.

HOW TO MAKE VISITATION BY COUNTY SUPERINTENDENTS MORE EFFECTIVE.

SUPT. ALEXANDER KNISELY, Whitley County.—Two-thirds of the teachers are unwilling to be governed by suggestions from any one. My first effort is to make every teacher desire visitations. The main purpose of such visits is to find out the kind of work being done. I note the deportment of pupils, and speak to them personally of it. I find pupils well up in other studies, but unable to read or write script. County superintendents do not dare to antagonize teachers, but must rather win their co-operation. I send out circular letters of suggestion to teachers, calling attention to matters of discipline, and then personally see to their observance. I think many superintendents fail to visit as much as they can and should.

SUPT. JOHNSON, Knox County.—The most important work of the county superintendent is to secure the good will and co-operation of his teachers. We cannot secure this without spending some time in conversation with them. We cannot learn of their wants and difficulties so well in any other way, I am not at all in sympathy with the record-keeping business. We ask teachers to give too much time to it. The superintendent ought to make himself felt as a necessity to the teachers.

WHAT SHALL BE DONE WITH THE TOWNSHIP INSTITUTE?

SUPT. CHAS. A. AMOS, Clinton County.—To say that township institutes have been a perfect success, would be putting it wrongly. This question is one of the most difficult in school circles. The institute is a good thing,

because in it teachers learn a great deal from each other. Weak and strong teachers are commingled much to the advantage of the former. But there is not enough interest taken in them by the township trustees, and the teachers fail to attend as they should. I am in favor of paying teachers to attend. The older teachers will learn that something else besides experience is necessary. The chief object of some trustees seems to be to make the school sessions longer and the rate of taxation less. This means cheaper service by teachers. I should like to see the teacher paid for all his work. Too much time is spent in these institutes on infinitives, participles, subjective mood, and other abstract and unprofitable discussions.

MR. W. H. JOHNSON, Knox County.—The township institute is more important than the county institute. If the township institute is a failure, county superintendents are responsible, in that they do not enforce their prerogative and compel the trustees and teachers to perform their duties according to law. Again, if a teacher is not willing to attend and take interest in the institute, he is unworthy of being a teacher. In order to make the institute a success, there must be a full co-operation among superintendent, trustees, and teachers.

SUPT. E. E. MARTIN, Clark County.—In many townships the work is slighted. The teachers in attendance are so few that they cannot get up the interest necessary to good success. Teachers who work hard all the week and feel that they have earned more than they shall receive, hesitate to ride several miles through mud and cold winds for a few hours of pointless discussion. I would suggest that the teacher be paid for attendance, and that the meetings be less frequent, and more centralized, that is, that joint institutes, with a county superintendent at the head, be instituted.

SUPT. BAILEY, Marshall County.—Teachers do not want to be paid for attending. Let the school law alone. Make an outline and meet your teachers in a business way. Don't have too much on hand. Do not have reading circle work and other school work outlined. Simplify the work. The reading circle work of our county has been a failure because we mix it with our regular institute work.

HISTORY WORK IN COUNTY INSTITUTES.

PROF. W. H. MACE, of DePauw University.—There are but two factors that determine how the mind obtains its knowledge, mind and subject. Both must play an important part in the study of United States history. The discussion of the real nature of history reveals many ideas of high teaching value. It shows that the growth of the institutional idea is the fundamental one of that subject. All the facts of United States history are interpreted in the light of the master idea. By this kind of thinking the teacher finds the universal in the particular, and binds ideas and events into a compact whole. History is a science, and its conception gives the teacher an intelligent purpose to accomplish. The average text of United States history is written and divided with a reckless disregard of logic, each author choosing his own plan as a basis of division. But the study of history itself is the true study. A series of lessons on the nature of history will bear fruit in the method of thinking. Method is the chief thing. Method is the way in which a mind thinks a subject. How a mind thinks a subject is the problem of problems. History is not a record of past events simply, it is the life of a people. The center of political life is government; of religion, the church; of educational life, the school; of social life, the home. Slavery in this country was a good representative of organized growth. The idea of growth must be prominent in history. Take the idea of equality before the law and trace its growth. It was not always as perfect as it now is. A well-defined end is necessary. The subject determines the method and object. Which deserves the more attention; John Smith's escapades, or the establishment of representative government in Virginia? A teacher depending wholly on text-books will get no just view of the subject. Institutional growth is the chief study. There are three great periods in our history, viz.: English immigration; colonization; union. Have pupils search for fundamental principles. The great civil war had its fundamental cause in colonial times.

PROFESSOR C. A. WOODBURN, of the State University.—We all agree that history is more than a record of events. It is a philosophy, and perhaps a science. It deals with principles as well as facts. How may we supplement history in the institute? Show the relation of subjects. I believe in illustrating liberally. I would like to see the lecture method applied, or tried, in the

county institute. We should take one subject out of the many and analyze it.

PROFESSOR HODGINS.—I have tried different methods, but facts are not enough to teach in the county institute. Philosophy should follow it. The instructor should give the key to the relation between facts. He should inspire the teachers to investigate the relations. Facts seen in their proper relation are instinct with life. The institute work should imbue the teacher with a historical spirit. We must remove prejudice and get away from bias. The mind must be free and independent. Text-books are very narrow on some points, and too broad on others.

THE USE OF THE OUTLINE IN TEACHING HISTORY, GEOGRAPHY, AND CIVIL GOVERNMENT.

MISS CHARITY DYE, Indianapolis.—These three subjects if rightly taught appeal to the historic imagination. They are all related in that they center in the study of man. History treats of man as he develops in time; geography as he appears in the light of his environments. Civil government goes farther and treats of man as acting consciously in obedience to law. The "new education" is really older than the "old." A ready made form is valuable, and the use of outlines saves time. It cultivates the spirit of investigation, and children talk out of themselves when among themselves.

PRIMARY LANGUAGE INSTRUCTION FOR TEACHERS.

MISS NEBRASKA CROSBY.—Language expresses all sides of child-life. It is the most perfect representative of life. The child should be taught to read from the first for information, and not merely to utter words. Form and senses must run together. Composition writing should be let alone till it can be done intelligently. Such productions are usually too formal and too good. I would substitute oral and written description, and narration. This work should be done independently. The pupils should examine objects by the use of all the senses.

THE WORK OF THE TEACHERS' READING CIRCLE.

SUPT. C. W. THOMAS, Harrison County.—All agree as to its necessity. It gives us a mental training; an increase of power; a taste for good literature. The work is especially designed for the country teachers. They need it. The work should meet their wants. It should be divided into two grades, one for the elementary, and the other for the higher work. So far the work has been rather heavy; yet my teachers love it. Too much attention is given to the professional side, and too little to the general culture phase. Heretofore our institute work in the townships has been dull, but that has changed. The idea of cheapness should be considered. Teachers can not meet heavy expenses. The change from the technical to the historical is a good feature. The county superintendent is the proper one to lead in the matter. The subject should be discussed at the county institute. Have a thorough organization. I prefer to have the township trustees at the head of the work in the township. Do not compel teachers to do the work. That would defeat its object. I warmly endorse the present year's course, which embraces Compayre's History of Pedagogy, Hawthorne's Marble Faun and Carlisle's Heroes and Hero Worship.

NEEDED SCHOOL LEGISLATION.

SUPT. D. H. ELLISON, Lawrence County.—I would suggest the addition to the present State Board of Education three county superintendents, not more than two of whom shall be of the same political party. Legislation in school work will be best secured by judicious work amongst patrons.

The following officers were selected for the ensuing year: President, J. A. Marlowe; Vice-Presidents, J. A. Lewellen, A. T. Smedley, and Elwood Ellis; Secretary, C. W. Osborn; Treasurer, Supt. Black.

State Correspondent, JOHN R. WEATHERS.

OHIO STATE TEACHERS' ASSOCIATION.

THE ASSOCIATION MET AT SANDUSKY, JUNE 26-28.

[Our correspondents have not made full reports as yet.]

Dr. Chas. Graefe welcomed the teachers. He said: "The school-master lays the foundation of that wonderful development of which the human intelligence is capable. Knowledge and culture have become stamps of nobility with us, and the teacher charges that great storage-battery, the brain, with most precious material. He furnishes the motive force for the development of the highest type of civilization."

Mr. E. N. Tappan responded to this, and then the president, Alston Ellis, delivered his annual address.

THE COUNTY TEACHERS' INSTITUTE.

was presented by Supt. J. C. Hartzler, of Newark. He said that too little was done to reach the vast army of teachers in the state. He compared the school system of Ohio with that of Pennsylvania, and showed wherein the latter excelled the former, and where the customs that are in vogue in Pennsylvania would be a benefit to the school system of Ohio.

Mr. Holbrook discussed the subject. He favored putting more life in the educational system, but did not desire to appear as one who thought that everything was for the worst. He believed that the county examiners and institute should be got into a unity.

Mr. Tappan discussed the various kinds of institutes. Dr. White declared that a more thorough course of culture should be attempted. Dr. Williams showed the great advantage derived from institutes. A. A. Bartow favored a better style of teaching, but the question was how they were to get the teachers there. J. W. Ward, of LeRoy, thought that the purpose of the institute should be to fill the teacher with enthusiasm, and make him look beyond mere books.

The committee on "Harmonizing College and High School Courses" reported. E. N. Tappan said that the college system had not been established upon any public school system, and that the school system had never been established with a view to the college course; there was a lack of system. The high schools in the state are now adapting their courses more to what is needed in college preparation. Still he did not believe that a course could be made to fit every college. He considered that it was foolish to force the higher mathematics upon children who could not think upon the subject, and he favored the introduction of foreign languages at an earlier age than they do now, because children can learn languages more easily when younger.

Col. De Wolf thought that if Latin could in a certain sense be substituted for grammar, the plan would result in a better knowledge of the latter subject.

Papers were also read by Mr. F. H. Chaney on "Defects in the Public Schools of Ohio," and by Dr. W. T. Harris, Concord, Mass., on "Colleges to Supplement the High Schools." The meeting seemed to have been a valuable one.

ALABAMA EDUCATIONAL ASSOCIATION.

THE ASSOCIATION MET AT BESSEMER, JUNE 26-28.

Hon. S. Palmer, state superintendent of schools and president of the association, delivered the annual address. He said the object of the meeting was to bring them more closely together, so as to be able to interchange their ideas, plans, and manner of teaching. They came to learn more about the proper way in which to instruct the youth of the land, so as to make him a useful and true citizen.

THE HIGHER EDUCATION OF GIRLS

was presented by Principal H. C. Gilbert, Decatur, who said that the higher education of girls was a great deal more necessary than that of boys.

THE TEACHER AS A CITIZEN

was presented by Mr. Douglass Allen, Collinsville. He said: "A teacher is a true citizen when he performs his work in a conscientious manner. In school a teacher must impress upon the minds of his pupils the love of two things: truth and justice. A child's honor must also be cultivated; self-government must be taught. Besides, he must give a knowledge of the practical things of life."

THE EDUCATIONAL SYSTEM OF GERMANY

was presented by Mr. G. F. Mellen, Demopolis. He described the workings of the German schools, and the success which they attained.

WHY SHOULD I STUDY MATHEMATICS?

was presented by Mr. O. D. Smith, Auburn. He said that this important branch was being neglected in the common schools. He declared that a thorough knowledge of mathematics was more to be desired than any other branch of study. It is called into service every day in all kinds of business, and, no matter what a man's profession may be, a knowledge of mathematics is necessary.

UNIFORMITY OF TEXT-BOOKS

was presented by Mr. R. R. Dickson, Mobile. He said that he opposed a state law requiring uniformity of text-books, but favored local laws on the subject. No two colleges in the world use the same books. Every teacher knows best what books to use in his school, and what books the pupil is best adapted to.

This was discussed by Supt. Palmer. He said that every state in the United States had a law on this subject except Alabama. If such a law existed there would be a saving of \$100,000 in Alabama a year.

THE DULL BOY

was presented by Mr. S. L. Russell, of Gaylesville. It was discussed also by Mr. S. L. Robinson, Jefferson. Mr. Russell defended the dull boy, and told of many ways and various means by which he could be guided.

NORMAL SCHOOLS

was presented by Mr. J. K. Powers, Florence. He said he was in favor of normal schools, and showed that, though they are of comparatively recent origin, they are producing a great influence.

TEACHERS' INSTITUTES

was presented by Supt. S. H. Bartlett, Montgomery. He showed the great benefit that teachers derive from institutes. He said it was the duty of the state to support them for her teachers, and that it was the duty of the teachers to attend them.

SOME CHARACTERISTICS WHICH SHOULD OBTAIN IN COMMON SCHOOLS

was presented by Dr. W. Y. Titcomb, of Anniston, but we have no report of it.

GRADING COUNTRY SCHOOLS

was presented by Mr. J. H. Phillips, Birmingham. He said that this matter was very important, and one that confronts the people of Alabama. He presented some practical methods for grading these country schools.

THE EXAMINATION OF TEACHERS

was presented by Mr. D. D. Sanderson, Green Pond. He gave many valuable suggestions.

MISSOURI STATE TEACHERS' ASSOCIATION.

SWEET SPRINGS, JUNE 19-21.

MR. W. T. CARRINGTON, SPRINGFIELD, PRESIDENT.

A paper on the "The Building Stones of Missouri," was read by Prof. G. C. Broadhead of the State University, formerly state geologist.

By years of travel over the state Professor Broadhead has thoroughly mastered the subject and no man living in Missouri has as exhaustive a knowledge of the question as he has.

MIND CULTURE.

"The Presentative Faculties" was a subject ably treated by President Osborne, Warrensburg Normal School. The subject brought out a lively discussion. Among other facts called forth were Superintendent J. M. Greenwood's observations on children's vocabularies. He has found by experiment that the vocabulary of an average child in an intelligent home is nearly 1,000 words at the age of three years and a half.

The "Culture of the Will" was presented by Dr. S. S. Laws of the State University. President Laws is a master in the field of psychological thought to which this paper bore ample witness.

THE EDUCATIVE VALUE OF BIBLE STUDY.

Dr. W. H. Marquess, of Fulton, President of Westminster College, gave an address on the educational value of the study of the English Bible. Studied in its literary and historical aspects, he claimed that above all other books it would be fruitful in intellectual stimulus and growth. He maintained that, as in even the most irreligious of German Universities, it is critically studied just like Homer, Virgil, Goethe, and Shakespeare, so in American schools and colleges, while leaving out of view its religious teachings, it should be made a subject of careful study, because its history and literature reach back far beyond that of any other people, and are the product of a race vitally related to the world's destinies and because it is eminently the literature of power in all ages, potent to expand and energize the minds of men.

THE STUDY OF ENGLISH.

"English in Primary Grades," was presented by Mrs. Sanborn, Warrensburg Normal School, who outlined the best modes of language teaching for children.

"English in Grammar Grades" was discussed by Miss Estner Crowe, Kansas City, whose paper was devoted to the subject of literature, and the spirit and methods of the teacher who is really successful in leading pupils in its inspiring paths.

"English in High Schools" was treated in an able paper by Superintendent L. T. Kirk, Richmond, and "English in Colleges," by Prof. W. F. Dann, Kirksville Normal School.

GENERAL TOPICS DISCUSSED.

The relation of the "Commissioner to Country Schools" was presented by Commissioner S. P. Davison, Cainesville, and the methods by which he might make himself felt in elevating the schools, clearly pointed out. "The Relation of the Teacher to the Patron" was presented by Principal J. M. Shelton, Kansas City, and "Examinations" was discussed by Leo Wiener, Kansas City. This last summarized the defects and weaknesses of systems of examinations, but did not point out how the incidental evils might be diminished nor indicate a substitute.

Professor M. B. Henry, formerly of this state, now connected with the University of North Carolina, pleaded for "National Aid in Education." It was a powerful and convincing argument, demonstrating clearly the constitutionality of such action. Precedents were cited and the beneficent results shown. The great need and great lack of the Southern States, and their utter inability to adequately meet the emergency, were clearly portrayed. It was voted that the address be published in pamphlet form for general distribution.

THE TEACHER.

Prof. J. S. McGhee, Cape Girardeau Normal School, spoke on "The Teacher in School." The paper contained interesting statistics of some observations upon the number of words used by teachers in the course of a recitation and a day's work. The total number of words had been actually counted by an expert. One teacher used over 200 words in trying to make a dull pupil understand the conditions of a problem in mental arithmetic; another, (a normal school teacher) used over 4,000 words in a single recitation, while a public school teacher, reputed to be excellent, used over 17,000 words in a single day. Yet a minister using less than that number of words in all the public addresses of a week is counted fortunate if he escape "the clergyman's sore throat."

"The Teacher out of School" was the subject of a pleasing paper by Miss O. A. Parrish, Springfield. She maintained that a teacher's manners, attire, and address ought to be such as would render her agreeable and attractive to cultivated people, that society in the right sense of the word should receive attention as well as books, and that a teacher ought to be a potent factor in the social and religious concerns of the community.

SCHOOL SUPERVISION.

The urgent need of county supervision, the way in which it must be obtained, and the basis of law upon which it should be placed, were earnestly urged by Commissioner J. M. Stevenson, Carthage, W. H. Martin, of Harrisonville, and R. B. Steele, Mound City. "City Supervision" was treated by Supt. H. K. Warren, Hannibal, and "State Supervision," by G. W. Turner, Ash Grove. President Turner dwelt on some of the notable defects of our laws crippling the state superintendent in his efforts to secure returns from country districts and to influence the character of their work.

Supt. Warren enumerated the qualifications needed in a good supervisor of graded schools, and treated of his relations to patrons, teachers, and schools. The association voted that his paper be requested for publication.

Resolutions were made endorsing "Temperance Teaching," "National Aid," and the plan outlined by the University faculty as a basis of admitting pupils from city high schools without formal examination.

President S. S. Laws, State University, was elected president for the ensuing year and Superintendent L. E. Wolfe, Moberly, Secretary.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

TEACHERS' TRAINING CLASS EXAMINATION.

ROCHESTER, N. Y., JUNE, 1888.

I.

SCHOOL EDUCATION.

1. End and Aim.
2. Qualifications of teachers, essential and desirable.
3. Office of teacher in reference to the intellectual training of pupils.
4. Duty of teacher in reference to the physical well-being of pupils.
 - a. Instruction.
 - b. Care.
 - c. Training.
5. Duty of teacher in reference to the moral education of pupils.
 - a. Instruction.
 - b. Training.
 - c. Example.

II.

HISTORY OF EDUCATION.

1. Chief reason of need from time to time of educational reform.
2. Names of those among the most prominent of early educational writers or teachers.
3. Names of three among the most prominent educational writers or teachers of the present century.
4. Educational principles, emphasized by two educators of the present century.
5. Titles and authors of the ten books upon educational topics, which would be your first choice if you were to select a teacher's library.

III.

MANAGEMENT.

1. Order.
 - a. Good order defined.
 - b. Importance of good order in school.
2. Eye and voice in management.
3. Rules.
 - a. Number of.
 - b. Enforcement of.
4. Punishment.
 - a. How necessity of frequent punishment may be avoided.
 - b. Proper school punishments.
 - c. Improper school punishments.
5. Mistakes in discipline especially to be avoided.

IV.

PSYCHOLOGY.

1. Psychology defined.
2. "Faculty" of the soul defined.
3. Study of the mind.
 - a. Importance of.
 - b. How studied introspectively.
 - c. How studied objectively.
 - d. Mental faculties exercised in mind study.
4. Intellectual faculties named in the order of their natural development.
5. Practical rule or rules (based upon knowledge of the order of natural development), for teachers' guidance.

V.

METHODS.

1. Test to be applied to all methods of teaching.
2. Is a knowledge of principles a means of, or hindrance to, variety and originality in teaching?
3. Use and abuse of text-books.
4. Use of objects.
 - a. Why introduce?
 - b. How long continue?
5. Recitation.
 - a. Attention—1. How gained and kept; 2. Influence of posture; 3. Different causes of inattention; 4. Demanding different treatment.
 - b. Questioning—1. Use of questions; 2. General rules.

VI.

QUESTIONS FOR TEACHERS' EXAMINATION.

State a question, suitable for a teacher's examination, upon each of the five following topics:

1. Teaching of Reading.
2. " " " Language.
3. " " " Geography.
4. " " " Arithmetic.
5. " " " Spelling.

EFFECTS OF STIMULANTS AND NARCOTICS.

1. Effect of Alcohol on the muscles.
2. " " " heart.
3. " " " blood vessels.
4. " " " gastric juice.
5. " " " intestines.
6. " " " kidneys.
7. " " " liver.
8. " Tobacco—
 - a. On the appetite.
 - b. " " stomach.
 - c. " " nerves.
9. Effect of Opium on the digestion.
10. " " " moral nature.

ORANGE-PEEL ON THE FOOTPATHS.

A MORAL LESSON.

I.—1. Incident observed in a street. A little girl passing along the street sucking an orange, threw the peel on the footpath; another little girl saw it, and kicked it into the gutter. Why should she do so?

2. Incidents. A lady walking in the street trod on orange-peel, and falling broke her arm. A man carrying something on his head, and treading on orange-peel, fell and broke his leg. In each of these cases there was suffering through orange-peel being thrown on the footpath. Why should it not be thrown there? Because we should never do anything that may injure others.

3. Are the people who throw orange-peel on the footpath to blame? It might be that they were ignorant that it was dangerous. Would this be a good excuse for a bad action? Would they be blameless?

4. It might be thoughtlessness, or carelessness. If a person does harm thoughtlessly, what is shown? Want of consideration for others.

II.—1. Let us now return to the little girl who kicked the orange-peel into the gutter. Why should she do so?

2. Never throw orange-peel where it may injure; never put a stumblingblock in another's way; never, by look or word or deed, do that which may hurt another.

3. What can you do? If you see a piece of peel on walk, kick it off.

A LESSON IN DIRECTION.

MATTER.—The place where the sun rises is east.

PLAN.—Have an object lesson upon a lamp, its parts, and uses. When is it used and why not used in the day-time? It is light enough in the day-time without a candle. What gives us the light? Have the children notice the position of the sun at the time of the lesson and where seen at other times, as, morning, noon and night, also have them point to where the sun is first seen in the morning. Why is it seen there? Because it rises there.

Tell them that the place where the sun rises is east. Then apply this direction to the side of the room, building and yard.

A FEW SYNONYMS.

GRATEFUL—THANKFUL.

We are GRATEFUL to our fellow-men.

We are THANKFUL to God.

REASON.—Thankfulness denotes the state of a person's mind, while gratitude has reference more to the actions springing from the state of mind. We can only prove our feeling toward God by our state of mind, therefore we are THANKFUL. We can gratefully the favors of human beings, therefore we are GRATEFUL.

The same distinction exists between the negatives of these words.

TO FORBID—TO PROHIBIT.

Prohibit is the more official term. A teacher or parent FORBIDS; a government or ruler PROHIBITS.

TO ALLOW is used actively, to PERMIT, passively. When we ALLOW, we give our sanction; when we PERMIT, we simply "do not hinder."

DILIGENCE—INDUSTRY.

DILIGENCE is used to indicate the labor put on one task.

INDUSTRY refers to a habit rather than a single act—INDUSTRY includes DILIGENCE, but an industrious person is always looking out for chances to improve, while a DILIGENT person is so during a single task only.

STEMS.

Have children examine fresh and withered stems, of both flowers and woody twigs.

Have pupils examine fresh and withered fleshy flower-stems, also fresh and dry woody stems. Question somewhat as suggested by the following. Which has more sap, fleshy or woody stems? What causes the stems to wilt? Which loses most in bulk by wilting, fleshy or woody stems? Why do the flowers die when the stem wilts? Do leaves die also when the woody stems wilt?

Write all you know about fresh and wilted stems.

A LESSON ON GRASS.

I. INTRODUCTION.—Refer to the aspect given to the earth's surface by grass. How would it look without it? Grass gives beauty to the earth. Speak of the varieties of grass—120 kinds in England only. Varieties of color.

II. DESCRIPTION.—Exhibit a complete specimen. Each pupil should have a specimen.

1. Root. Brown, rough, fine threads; by bending show that it is flexible and rough. Not easy to take out of the ground by pulling.

2. Stem. It springs from a single seed; compare with a pea. The stem is hollow. In some varieties it is jointed, and some grasses take root from these joints. The stem is flexible: it bends without breaking. It is tough, not easily broken.

3. Leaves. Spear-shaped. Narrow, long, tapering and pointed. Termed a blade, that is, thin and flat. Compare with blade of knife. Some leaves have sharp edges, and will cut the skin.

4. Arrangement of the leaves. Spread out a complete specimen on a sheet of paper, and show arrangement, then have it drawn by pupils.

5. Uses. To beautify the ground. To furnish food for many animals.

III. LESSONS TO BE LEARNT FROM GRASS.

1. It occupies the lowest position, is often trodden upon, yet always looks pleasant.

2. It yields and bends before the slightest rebuke of the wind.

3. Mow it, and it yields more shoots. Thus returns good for evil.

4. Some grasses when trodden send forth a rich perfume.

SIMPLE CHEMISTRY.

ACIDS.

MATERIALS.—Pieces of chalk, limestone, marble, and clay, also a pebble and some flint, on separate shallow dishes. Pour some vinegar on each, and note the results. Why are bubbles visible when the vinegar is put upon the chalk, the limestone, and the marble? Why does the clay remain almost unchanged? Why do the flint and stone remain quite unchanged? What did the bubbles denote? Vinegar is an acid. Name a stronger acid. Give the term sulphuric acid; produce some and try the same experiment with fresh substances. Do not touch the acid save with glass, and use only a little. Compare the effects with those produced by the vinegar. The gas escapes more violently, but the acid affects only the chalk, clay, marble, and limestone, leaving the other substances unchanged. What do you conclude? That we must not put fruit or any other kinds of acid on marble. That some substances are changed by acids, and others are not. Teach terms *calcareous* (from a word meaning *lime*), and *silicious*, (from a word meaning *flint*). The flint-like ones cannot be scratched or dented, the lime-like ones can.

THE TEACHING OF HISTORY.

The first step, in teaching history, is to arouse the interest of the pupils, in order to secure their attention excite their imagination, and impress the facts on their memories. To do this it will be necessary to obtain all the aid possible from objects, maps, and pictures. It is a good plan to begin the study of history with that of our own city or town, explaining how it was settled, the character, customs, and manners of the previous inhabitants, as well as those of the settlers. These should be described and illustrated as should also any other items of interest, which will lead the children to compare facts of which they read with those within their own observation.

In teaching history to young children I have found it a good plan to tell or read to them short stories containing the most important historical facts. After the children have been questioned to see if they retain these accounts, they are required to reproduce them, in writing, using their own words. That these stories may be successfully reproduced, they should be made very short, and be told in plain, easy language.

PATIENCE HOPE.

THINGS OF TO-DAY.

Three men were arrested, charged with a conspiracy to blow up buildings and trains of the Chicago, Burlington, and Quincy Railroad. (What do you know of the recent strike on that road?)

Cincinnati celebrated her municipal centennial. (By whom was Cincinnati settled? Give some of its history.)

Efforts have been made to connect Irish leaders with Phoenix Park murders. (Name the most prominent Irish leaders. What was the effect of the Phoenix Park murders on the Irish cause?)

An expedition has been formed in Berlin for the relief of Emin Pacha. [Who is Emin Pacha? Why are Europeans interested in his welfare?]

Congress is considering a bill to secure the public domain to actual settlers. [What is the public domain? Why should it be reserved for actual settlers? What complaints have been made regarding "land monopoly"?]

Suit has been brought in New York to compel electric light companies to put their wires under ground. [Why should these wires be removed from the streets?]

An Englishman attempted to navigate the Whirlpool Rapids at Niagara in an open boat. He lost his life. [How were these rapids successfully navigated recently?]

Attorney General Tabor proposes to test the legality of the Sugar Trust. [What is a "trust"? What effect do these combinations have on prices?]

A recent order brings all government employees under the civil service rules. [How will this tend to increase the efficiency of the service?]

Hundreds of people lost their lives by the floods in Mexico.

It is expected that Emperor William and the Czar will hold a conference. [Why will this meeting be watched with interest by European politicians?]

FACT AND RUMOR.

The Shah of Persia has requested Charles A. Ashburner, of the United States Geological Survey, to take charge of the Persian Engineering Corps. (What does the Shah's action indicate?)

George W. Vanderbilt has given a handsomely-furnished building, and books in it, to New York City for a free circulating library. (Why should the conferring of such gifts be encouraged?)

It is proposed to fill in the bay, thereby connecting Bedloe's Island with New Jersey. (What statue is on Bedloe's Island? Can you give its history?)

The house committee on ventilation and acoustics recommends the passage of the bill, making an appropriation to build a vacuum air-ship. (What benefits would be derived from successful aerial navigation?)

Dr. W. J. Hoffman, of the Bureau of Ethnology, has gone to northern Minnesota to obtain some important historical information which has been promised him by influential Indian chiefs who live near the Canada line. (Why should every effort possible be made to secure and preserve facts connected with the history of the Indians?)

An equestrian statue of Gen. Israel Putnam has been placed at Brooklyn, Conn. (Who was Gen. Putnam? Give some examples of his courage.)

An attempt is making to interest the American people in the presentation of a statue of Washington to France. (Of what gift to America is this a reminder? In what American war did France render assistance?)

Two Jews of Bagdad have bought the entire site of the ancient city of Babel, the great capital of Nebuchadnezzar.

The whole system is built up and rejuvenated by the peculiar medicine, Hood's Sarsaparilla.

EDUCATIONAL NOTES.

IOWA.

Normal Institutes.

Lyon, Rock Rapids, August 6, 2 weeks, J. Wernli.
Keokuk, Sigourney, August 6, 3 weeks, Nannie Torrance.
Benton, Vinton, August 6, 3 weeks, C. B. Marine.
Story, Nevada, August 6, 4 weeks, O. O. Roe.
Marshall, Marshalltown, August 13, 3 weeks, E. P. Fogg.
Monroe, Albia, August 13, 3 weeks, L. B. Carlisle.
Cherokee, Cherokee, August 13, 3 weeks, Eva L. Clegg.
Chickasaw, New Hampton, August 13, 3 weeks, O. A. McFarland.
Clarke, Osceola, August 13, 3 weeks, O. A. Shotts.
Clay, Spencer, August 13, 3 weeks, W. W. Brittain.
Tama, Toledo, August 13, 3 weeks, W. D. Reedy.
Floyd, Charles City, August 13, 2 weeks, J. C. Yocum.
Greene, Jefferson, August 13, 3 weeks, Dan Miller.
Hamilton, Webster City, August 13, 2 weeks, Wm. Anderson.
Sioux, Ireton, August 20, 2 weeks, S. S. Towley.
Linn, Marion, August 20, 2 weeks, F. J. Sess.
Cerro Gordo, Mason City, August 20, 2 weeks, A. W. Weir.
Plymouth, Le Mars, August 20, 2 weeks, F. B. Cooper.
Pocahontas, Pocahontas, August 20, 2 weeks, J. Breckenridge.

MISSISSIPPI.

The State University commencement occurred recently. There was a large attendance at Oxford, from the South. Union Female College had a grand closing. Warren Institute also closed recently. Oxford is a leading educational center.

The Western Mississippi Teachers' Association met at Granada, July 2.

Professor Davis, of Union Female College, will work in the Summer Normal, at Pontotoc. He will also travel in the interest of Union Female College. The college is prosperous.

TEACHERS.

MISSOURI.

Mr. W. T. Carrington has been re-elected principal of the Springfield High School, and his salary raised to \$1,400. The corps of teachers will be increased to six next year, and the number of pupils is expected to reach 400.

Prof. W. E. Coona, who has filled the chair of Greek in the State University during the absence of Prof. Fleet in the Orient the past year, will take the chair of Latin during the coming year, and Prof. Fisher, its honored incumbent, will spend a year in Europe.

Mr. Geo. N. Cheney, a graduate of the Cape Girardeau Normal and the State University, and a teacher of six years successful experience, has accepted the principalship of the Hannibal High School. Mr. J. F. Paxton, of the State University, will take the departments of Latin and German.

NORTH CAROLINA.

The annual Teachers' Institute will be held at Lincolnton, July 30-August 9. Separate schools will be conducted for white and colored teachers.

The superintendent will be assisted by Mrs. J. A. McDonald, primary teacher in Shelby Female College; Mrs. Josie Phifer Durant, of the Charlotte Graded School, and Professor J. H. Rayhill, Jacksonville, Ill.

In the colored institute, the superintendent will be assisted by Prof. S. G. Atkins, of Livingston College, Salisbury, N. C., Rev. I. D. Davis, and D. L. Hull.

NEW HAMPSHIRE.

The seventy-fifth anniversary of Kimball Union Academy occurred June 20, and its graduating exercises June 21.

Pinkerton Academy, Derry closed its 53d school year June 23d. Ten pupils were graduated.

The 65th anniversary of the New Hampton Institution and Commercial College took place June 17-21.

Fifteen pupils were graduated from the Peterborough High School recently.

The graduating exercises of the State Normal School at Plymouth took place June 8. The class consisted of thirteen members, ELLEN A. FOLGER.

Miss M. A. Emerson, a popular teacher at the Normal School, has resigned her position, much to the regret of the board of trustees and her many friends in Plymouth. Miss Emerson is to take a course of study at Wellesley, commencing in September.

Miss Estelle Cobb, teacher of the Plymouth grammar school, has also resigned, and has gone to California.

ONTARIO.

Following the noble example of her husband, the late Senator McMaster, who endowed McMaster University (Baptist) with about a million dollars, Mrs. McMaster has made a gift of her palatial residence in Toronto as a women's college, in affiliation with McMaster University. This new Moulton College will go into active operation in September with a full staff of professors.

During the past five years McGill University has received \$300,000 endowment by bequests and donations. Sir Donald A. Smith has been the largest contributor.

The city of Brantford is about to establish a kindergarten in connection with the public schools, and is advertising for a competent directress at a liberal salary.

TENNESSEE.

The Brownsville Female College closed with exercises of more than ordinary interest. There were seven graduates.

Professor Smith, of Georgetown, Ky., will take charge next Fall.

A colored teachers' institute was held in Brownsville recently. All the common school branches were taught, just as in school, by the teacher in charge.

The county superintendent issued certificates to those teachers attending, who expect to teach again in this county.

A similar meeting for the white teachers of the county took place July 9-14.

The Jackson City schools, containing nearly 800 students, threw open their doors to the public during the closing day of the term. No one who saw the perfect movements and graceful actions of the pupils could doubt that they had been under competent training. There were 30 graduates. The colored schools have also closed.

Stanton school closed with pleasant exercises May 25. The same teachers will probably be retained.

Stanton Depot.

W. D. POWELL.

VERMONT.

A re-union of the alumni of the Orange County Grammar School and of the Randolph State Normal School, which is an outgrowth of the former, was held June 22.

The graduating exercises of the Springfield High School were held June 15.

Saxton River Academy Commencement was held recently. Special exercises marked the completion of the new main building and the principal's house. The building was founded in 1877.

The recent purchase of an experimental farm enables our agricultural college to give its pupils a practical agricultural education.

WISCONSIN.

Principal I. N. Stewart, of the Appleton High School, has resigned.

Robert Paton, a graduate of Oberlin College, has been appointed principal of the New London High School.

Mr. Tibbets, of Clinton, succeeds Mr. M. L. Dame as principal of the Seventh ward school, Racine. St. Francis. E. A. BELDA.

We wish to remind our state correspondents that the most desirable educational notes consist of briefly stated news items of interest to teachers. Discussions of questions of either local or general interest, and comments on the characters of individual school officers will not be used. Such discussions belong in the "Letter" column, where they must in every case be placed above the names of the writers, if we are fit to publish them.

TEXAS STATE TEACHERS' ASSOCIATION.

The eighth annual session of the Texas State Teachers' Association convened at Ft. Worth June 28. Mayor Broiles and Mrs. Warren of Ft. Worth welcomed the teachers to the city in appropriate speeches. The response to these addresses was made in a happy manner by Prof. Collier of Waxahachie. The president, Supt. P. V. Pennybacker, of Tyler, then delivered his address. He urged that there be more practicality in the work of the association, less social enjoyment and more beneficial work; he showed that lack of these things had retarded the growth of the convention. The prevailing influences for selecting teachers, tenure of office, decrease of scholastic attendance in older states, the absence of state officers and trustees from all educational meetings, these and many other topics were earnestly discussed. He recommended that committees of two be appointed to report next year on the following subjects: manual training in schools, uniformity of text-books, tenure of office, more normal schools, how to secure more regular attendance from pupils. He also suggested that special invitations be issued to all state officials, all mayors, and all trustees to attend the next meeting of the convention.

At the evening session State Supt. Cooper delivered the governor's excuses for not being present to give the promised address. Gov. Ross is a friend of education, and wished to be so remembered by the teachers. Rev. W. M. Mitchell, of Ft. Worth, then spoke on the importance of faith in one's capacity.

An essay on "Conversation" was read by George W. Dale, of Tennessee. Hon. O. H. Cooper presented for discussion, "The Common School System: Its strength and weakness." He showed that local taxation was absolutely necessary, that the country schools must be brought to the front, that we must have better school buildings; he placed on the side of strength the progressiveness of our teachers, our endowment of \$100,000,000, our growing faith in the benefits of supervision.

An eloquent plea was made for the State University by Proctor J. B. Clarke, of Austin.

Principal H. Lee Sellers, of Galveston, read a paper on "Professional Enthusiasm." He showed that teachers are prone to be too sparing of their praise, that a word of encouragement often works wonders, that if salaries were larger, and tenure of office longer, teachers would have more cheerfulness and enthusiasm. Professor Appar, of New Jersey, lectured on the "Training of the Senses."

The day of meeting was changed from Tuesday to Wednesday. The State University was warmly endorsed as the head of our school system. Galveston was unanimously chosen for next year's meeting.

Supt. J. T. Hand, of Dallas, was elected president of the association. The vice-presidents are Supt. J. M. Carlisle, Corsicana, Miss Breeding of Corsicana, Mr. Irving of Cleburne, Mr. Sellers of Galveston, and Mr. Vincent of Brownwood. Supt. Alexander of Cisco, was chosen secretary, and Mr. Miller, treasurer.

Mrs. P. V. PENNYBACKER.

PEABODY INSTITUTES IN VIRGINIA.

The Peabody Institutes, for 1888, will do more effective work than those of past years. This is because they will be held at many new places. Being thus brought within the reach of people who have never attended them.

Efforts have been made to secure the best instruction and the regular attendance of teachers. The institutes are in charge of the various county superintendents of the state, and these officers do much to insure their success.

ESTILLVILLE.

The institute now in session at Estillville is conducted by Professor Chas. H. Winston, LL.D., Winston College, and will continue until July 24. It is designed to accommodate teachers in Southwestern Virginia, and is in charge of Supt. W. D. Smith, Estillville.

LIBERTY.

This institute will be in session July 3-31, conducted by Professor Henry R. Sanford, of New York, who has had charge of many successful institutes in that state. Address, Supt. N. D. Hawkins, Coffee.

ALEXANDRIA.

The conductor of this institute is Professor J. T. McCleary, state institute conductor in Minnesota. A special feature of the institute, which will be in session July 10-August 7, is the teaching of primary methods by actual work in the schools, taught by Misses Price and Sison, which will be re-opened for this purpose. Supt. R. L. Carne, Alexandria, will give further information.

MARTINSVILLE.

The institute at Martinsville will be held July 17-August 14. Professor W. M. Graybill, conductor. Professor Graybill is in charge of the Roanoke schools, and understands institute work. He will be ably assisted. Address, Supt. Withe M. Peyton, Martinsville.

CAPE CHARLES.

This institute will begin Sept. 4, and continue two weeks or more. Arrangements have not yet been completed, but the location will doubtless attract many people. Address, Supt. Geo. R. Mapp, Machipongo, Va., or Dr. John E. Mapp, Keller, Va.

VIRGINIA NORMAL AND COLORED INSTITUTE.

This institute for colored teachers is now in session, and will continue till July 20.

Address President James H. Joannston, Petersburg, Va., for further information.

STAUNTON.

This institute is also for colored teachers. It will be in session June 27-July 25. Mr. Frank Trigg, Lynchburg, is conductor. Everything has been done to make it a success. Address, Supt. W. W. Robertson, Staunton.

ROANOKE.

An institute for colored teachers will be in session at Roanoke, July 17-August 14. Professor R. L. Mitchell, Winchester, will be in charge. This institute is centrally located for colored teachers. Address Supt. Wm. Lunaford, Roanoke.

NEW YORK CITY.

At the graduates' reception and commencement exercises of the male department of grammar school No. 22, every person wore a small American flag, and the walls, pillars, and desks were festooned with the national colors. Draped above the platform were two large flags, a present to the school by Mr. Henry Spies, an old pupil of 22. Trustee Phillips presided, and read the Declaration of Independence. The flag presentation was made by ex-Judge McCarthy, and was followed by the "Star Spangled Banner." Diplomas to the graduating class were presented by Inspector Anderson. One hundred and ninety-eight pupils received semi-annual certificates, and silver medals were presented.

The reception of grammar school No. 66, at Kingsbridge, was held recently. Chairman Allen, of the board of trustees, presided. Five pupils were graduated.

During the year ending June 30 the Teachers' Mutual Benefit Association has had a net increase of more than seven hundred members. Its membership now is only a little short of 2,000, and its income, from dues alone, exceeds \$1,000.

At its last meeting, held June 23, the association received a donation of \$2,000. A year ago, it will be remembered, some friend gave \$3,000. In each case the name of the donor has, by request, been withheld.

It was expected that the mayor of Brooklyn would appoint some women on the school board last week, but he did nothing of the kind. We venture to say that the time is not far distant when it will be done. Mayor Chapin simply missed an opportunity to do a good thing, or possibly he did not know it was a good thing. In either case he missed an opportunity. There are women in Brooklyn who would have made better members of the board of education than the men he appointed.

The graduating class of the Flushing (L. I.) High School numbered sixteen, and their commencement was an enjoyable occasion. The pupils all gave evidence of having been well trained, and the exercises of much thought and ability.

Ex-Superintendent Pardee, now of Long Island City, and Supt. John H. Clark, aided by the enthusiastic and energetic members of the board of education, have advanced the standard of this school very materially. We feel proud of its prospects and wish it success.

IORWERTH.

The Fall term of the Kindergarten and Classical Boarding and Day School, Mrs. M. L. Ormsby, principal, opens Sept. 21. The school is a successful one, and has been established seventeen years.

LETTERS.

115. POWERS OF THE MIND.—What are the three great powers of the mind and the uses of each? O. C. SLIVER.

The intellect, sensibilities, and will; the intellect does the thinking; the will does the determining; the sensibilities do the feeling.

116. A QUESTION OF MORAL TEACHING.—How shall I prevent lying? I have a pupil who is sadly addicted to it. A. F. M.

Don't try to prevent him from lying. Thousands of bad boys have been made worse by efforts to lead them to repent of special sins. The temptation to lie shows a radical defect in his moral constitution. Doctor the constitution. Do with him as you would with a man who is tormented with boils. You would not doctor the boils but the blood. A boil has often saved a life.

117. GOOD OR POOR SPELLERS.—I have several pupils who have the reputation of being very poor spellers. They cannot do good oral work, but their written work is much better. Would you consider them good spellers? O. R. M.

Oral spelling is of no practical use. One is often obliged to write a word before he is perfectly sure it is right. Perfect spelling is of value only in written language, hence, written spelling is the true test of correctness. Pupils who are successful in this, are good spellers. It would be well not only to consider them as such, but to tell them so. Possibly their reputation (a false one) has discouraged farther efforts on their part. It is well to have all the written spelling one can introduce. Rules for spelling are practically of no avail, and the only way to learn to spell is to cultivate the power of observation of the forms, and memorize them in that way.

118. TEACHERS' INSTITUTES.—What are the advantages of attending teachers' institutes? TEACHER.

They give the advantages of a professional training to those whose resources are limited. A constant attendant gains new ideas, becomes broader in his views, and increases his financial value. Attending institutes is sure to pay. The meeting, being a public undertaking, secures public interest and sympathy. In this way people learn to appreciate the schools, and teachers. Thus the institute elevates public sentiment, and the good comes back to the schools sooner or later.

The advantages of social and professional intercourse gained at institutes cannot be estimated. The meetings furnish opportunities for comparison of views, a discussion of important questions, and a stimulus to thought which must prove beneficial. Professional intercourse gives the advantage of gaining extended views, new methods, and different experiences. Social intercourse offers that contact with one's fellow-men which broadens and sharpens the intellect, and gives the self-possession and self-confidence which a teacher should have.

119. DRAWING.—Give arguments for teaching drawing. S. E.

Drawing trains the powers of observation and perception. The pupil who draws from an object or copy looks carefully at it, thus bringing into play his perceptive powers. He then tests his accuracy of observation by reproducing it. This process has also strengthened his understanding and memory. Drawing puts into practice the executive faculties, and develops taste and judgment, as well as manual skill. The habit of close observation, which is formed by the study, will be valuable in every other pursuit. The use of the pencil gives a firmness and dexterity to the hand which will show good results in penmanship and map-drawing. Some pupils, having a taste for drawing, will become experts in it. Skill with the pencil increases one's powers of usefulness, just as a knowledge of a foreign language does. There are many ways in which proficiency in this direction may be turned to account. Almost any mechanic who is a draughtsman can command better wages. It is well to know something of drawing for the sake of convenience also. The pencil will show what words cannot describe. No school can afford to leave drawing out of its course. If it cannot furnish books, the pupils will, for the delight of the study, purchase pencils and sketching paper, and after they have acquired some skill in the rudiments of drawing any simple object will do for a model.

120. A QUESTION OF WISDOM.—Has a teacher the right to insist upon all pupils studying any particular branch (as geography) laid down by proper authority in the regular course? By "all pupils" is meant those of suitable age and proficiency. M. W. THOMPSON.

Such a course would not be practicable. Children differ widely, and their peculiarities should be studied. Great injury may result from a uniform method with all pupils. What would be wise treatment of one would harm another. The study of psychology will teach you how to deal with children.

121. PHYSIOLOGY WITHOUT APPARATUS.—How can I make physiology interesting without any apparatus? PEXPLEKED.

It would be well, instead of assigning lessons in text-books, to give simple talks or lectures. A subject will be more firmly fixed in mind if a tabulated outline of it be put upon the board. This may be done as the talk is being given, and copied by the class, who should also take notes. A note-book made by themselves, will be worth more to the pupils than a whole text-book. A butcher's shop or cart will furnish specimens for teaching bones, muscles, etc., and it is never difficult to procure from the same source specimens of animals' brains, eyes, etc. Much has been said before in the JOURNAL on this subject, and we shall continue to print articles of use to physiology classes.

122. GEOGRAPHY FOR BEGINNERS.—Should geography be taught to beginners by the use of a text-book? H. E. M.

It should not. The best text-books give but hints of how extensive the science of geography really is. They should, therefore, be used only as suggestive of the fuller and more varied knowledge of the teacher. The first aim will be to teach pupils to observe, and this cannot be done so well if they are hampered by books. The arrangement of many geographies is contrary to a natural order, for it begins with describing the earth as a whole, and requires the memorizing of technical terms and definitions. Following out the natural method, the study would begin with objects actually observable, and distances which can be measured by pupils.

There will be material enough for conversation and observation lessons in geography without the use of a text-book for beginners. Talks on the sunset and sunrise, directions from the school-house, town officers and their duties, the materials used for clothing, the iron of stoves, wood, glass, domestic animals, etc., etc., come within the province of this science. It is wise to elicit all the facts possible from young pupils' own experience, and around these group other facts, which will complete the subject.

123. RECITATION PERIODS FOR ADVANCED CLASSES.—What is the best length of time for study or recitation periods in an advanced class? A. F.

Thirty-five or forty minute periods will be found best. Intervals for rest and change of position should occur after every recitation or study hour. Relaxation after a time of hard work fits one for the next task, which would otherwise not be so well done. It is an indication of wisdom to give as much rest as possible, provided the work be hard and earnest.

124. HOW TO QUESTION PUPILS.—Give some directions on the proper method of questioning pupils. H. E. SILL.

The chief aim in questioning is to rouse thought. Hence it is important that teachers understand how to question rightly. Questions should be clear, concise, and simple. Obscure questions will dim the perception of the subject, too many words detract from the thought, and simplicity in language is not only necessary to children's understanding, but always preferable.

The questions given in a lesson should follow each other in logical order, so as to form the parts of a symmetrical whole. It goes without saying that questions should not be of such a nature as to hint at the answers. Replies

ought to be given in whole sentences. Pupils can give monosyllabic answers and rote-like replies from the text-book which require not the slightest effort of thought. It is well to avoid or ignore such answers. The best kind of questioning will induce thought, make the most of what pupils know, and create a desire to learn more.

125. THE VALUE OF READING.—How does the ability to read understandingly affect other studies? M.

It is the basis for all real self work, i. e., work done entirely by the child. It adds a glow and interest to all class work, taking it out of the range of mere lessons, and showing children that these things, which they study as lessons, are being thought about and written about by outsiders; especially true in history, natural science, reading (as a separate study), and geography.

Ability to read understandingly leads to research on special points by children, and consultation of various authorities. E. JARRETT.

126. SECRETARIES IN THE SCHOOL-ROOM.—Some pupils will be chosen, after their school life is ended, to act as secretaries of secret societies, school boards, building associations, and other organizations. A knowledge of the general features of the office of secretary can be obtained in the school-room under the instruction of a competent teacher.

In teaching pupils this species of practical composition, care should be taken to give the exercises becoming dignity, so that habits will be formed that in active life will inspire confidence and command respect. With this end in view, the general duties necessary to careful and competent secretaryship should be taught.

To render the exercises most valuable, they may be transcribed in a minute-book. This will attach more importance to them, provide ready means for the teacher to determine by comparison what progress the pupils are making, and give a connected history of the school.

The proceedings of the school-room, including the hours of each session, opening exercises, records of absences, and tardy pupils, subjects of recitations, remarks of the teacher, and visitors, and reports of school attendance, will afford ample material for minutes. After creditable proficiency is thus reached by them, model copies of the proceedings of deliberative bodies should be explained to them, and then some exercise similar to the original ones should be required.

Language, observance of the rules for punctuation, the use of capital letters, proper arrangement to facilitate ready reference, and whatever else is necessary in preparing faultless work, will determine the value of the pupils' progress.

The minutes of the preceding day may be read and approved each morning at the opening exercises.

A list of the names of the pupils appointed to serve as secretaries, giving the time when each one is to serve, can be prepared and posted in a conspicuous place.

The writer has instructed his pupils in this kind of composition for nearly a score of years, and he has had the opportunity of knowing of what practical value the instruction has been to many of his former students. He has a connected history of his school-work, each day taught during the time mentioned. Directors, patrons, and pupils, in the community approve of this training in composition, because they have come to know its value.

Birdsboro, Pa.

H. G. HUNTER.

127. EXAMINATIONS.—Before me is a class undergoing an examination. They are busy, thoughtful, and, to a casual observer, are succeeding admirably. But we shall see.

What objects have I in this manuscript work? One object is to test the pupils' understanding of the ground gone over. Another is to secure system, neatness, and accuracy of language. And still another is to reach individuals. I aim to give work of a practical nature, and then use the manuscripts as a basis of the next recitation, possibly of more than one. I have pointed out the general errors and defects, and use individual papers occasionally to stimulate individual effort.

I find examinations to be a most valuable part of school-work. They show to the student-teacher his many shortcomings in the presentation of subjects. By them the pupil may be led to concentrate his attention in the classroom to more careful thought in preparation of lessons, to broader views of subjects, and to more scholarly attainments.

That I may be understood, I will state right here that I seldom take even one of my list of questions for examination from the text-book, but go out into every-day life for my topics, using them in such a manner that the text-book work done is the principle, the lesson recited is one-half practical application of the principle, and the examination supplementary to all other work. I secure good results by this plan. My pupils are not constantly in dread of examinations; on the contrary they like them.

I think that the most of our school-work may be reduced to practice. Of course there are branches taught for mental discipline, yet these may, in a measure, be practically applied in the study of others, and thus all work can be made of practical value. More practical work is needed in our schools.

J. H. ORCUTT.

BOOK DEPARTMENT.

NEW BOOKS.

THE STEEL HAMMER. A Novel. By Louis Ulbach. Translated from the French by E. W. Latimer. New York: D. Appleton & Company. 231 pp. 50 cents.

This very attractive story constitutes the initial number of "Appleton's Town and Country Library." It is striking and dramatic in its character, and shows the skill in construction which is generally found in a French novel. It has more than the usual plot and accompanying group of characters, it gives such an insight into the mind, that it might be termed a psychological study. It is excellent for summer reading.

HELPS TO THE INTELLIGENT STUDY OF COLLEGE PREPARATORY LATIN. By Karl P. Harrington, M. A. Boston: Ginn & Co., Publishers. 48 pp. 30 cents.

This little manual is intended, by the author, to be a help to students in answering a variety of questions that must and always do arise in the study of Latin. It is designed to make plain to the student in the fewest possible words, many things that often remain unanswered conundrums until long after college life is over. The first chapter gives, Some General Histories of Rome,—bearing upon the time of authors, a list of which is given. This is followed by a Chronological Epitome of Caesar's Life,—General Authorities for the Life of Caesar,—Authorities Bearing on Special Parts of Caesar's Life and Work,—Character of Caesar,—Character of Caesar's Writings,—Chronological Table of Virgil's Life,—The Bucolics,—The Georgics,—The Aeneid,—Virgil's Literary Characteristics,—Chronology of Cicero's Life,—with general authorities, character, orations against Catiline, style, editions of Cicero translations, and collateral readings of Cicero. These, and other similar points of interest are found in this little volume, making it a valuable book of reference.

BRITISH NOVELISTS AND THEIR STYLES. By David Masson, M. A. Boston: Willard Small. 312 pp.

In the preparation of this volume, the author designs to give a critical history of British prose fiction,—which is accomplished, very much to the delight and satisfaction of the reader, in a series of four lectures. The first lecture treats specially and fully of the novel as a form of literature, and early British prose fiction. The nature of the novel is described, with its history. In the second lecture are found the British novelists of the eighteenth century, commencing with Swift and Defoe, passing through the list to the later novelists of that period. Lecture third gives Scott and his influence, the two most prominent features of his mind, with lady novelists of the time, excellencies of his Scottish characters, etc. The fourth lecture treats of British novelists since Scott. The entire book is full of interest and information and should be on every student's table.

WHAT WORDS SAY. A Practical Analysis of Words. For Use in Elementary Schools. By John Kennedy. New York: Kennedy & Co., Publishers, 38 Park Row. 176 pp. 35 cents.

To the classical scholar words mean what they say, for they speak through their syllables, and the author, in preparing this work had faith to believe that words have a message to every mind, and that it is a duty to listen to what they say. The plan of the book is simple. It contains a series of lessons arranged alphabetically, each lesson consisting of the analysis of a group of words containing a constant significant syllable, or its equivalent. This syllable is placed at the head of the lesson with its significance as a key to the group. The value of each new syllable is given, and thus all the words of the group are analyzed. The notes given are designed to show that the use of a word always conforms to its analysis, which never misleads. As a book of reference this volume will be found to be specially valuable.

A NYMPH OF THE WEST. A Novel. By Howard Seely. New York: D. Appleton & Co. 292 pp. Cloth, \$1.00. Paper, 50 cents.

A novel, whose locality is in the West is rather unusual,—as the brisk, energetic life of the Western frontiersman is not productive of much sentimental romance, as a rule. This story, however, is located in Texas, and not among the Rockies, or on the broad prairies of what is generally termed the West. It is well written and deals with ranch life in all of its phases. Charming beautiful women, handsome men, plain, rough-spoken, uneducated ranchmen, and life as it is lived among them, all combine to make the story very readable and attractive. The peculiar dialect of the locality represented, as heard from the pretty lips of Miss Cynthia Dallas, the "Nymph," jars somewhat, as it detracts from her beauty and charm in the mind of the reader. The story is a good one, however, and well worth reading.

ELEMENTS OF ENGLISH. A Preparation for the Study of English Literature. By M. W. Smith, A. M. Van Antwerp, Bragg & Co., Cincinnati and New York. 292 pp. 60 cents.

The author of this volume acknowledges that he has always been retarded in his preparatory work in English by not having a text-book including the details of some subjects that are essentials to the study of the literature of the language, and his object in writing this book has been to put into as elementary a form as possible those materials that will facilitate the advanced study of the English language. The plan of the book is a simple one. It includes three elements; the word, the sentence, and the thought. The composition of the language can be learned, and an increased vocabulary acquired by a careful study of the first element; accuracy and variety of expression can be secured by the second; a knowledge of the elements of criticism by the third. The intention of the author has been to adapt the subjects treated to the work done in a majority of our elementary schools. The six chapters that compose the book treat successively of "History of the English Language,"—"Derivation,"—"Prosody,"—"The Sentence,"—"Rhetorical Figures,"—"Elements of Criticism." The first four chapters can be used in the upper classes of district or grammar schools. The fifth and sixth chapters belong properly to high school work. At the close of the chapters suggestive questions are found, which are designed to be merely suggestive, leaving the teacher room to increase the number sufficiently to occupy all the time that can be given to the study. A variety of

selections are also given, under Rhetorical Figures, some of which are remarkably bright and fresh.

CHEAP BOOKS AND GOOD BOOKS. By Brander Matthews. New York: The American Copyright League.

This little pamphlet is composed of a paper, which is a revision and amplification of an "open letter" which has already appeared before the public. The paper is a plea for good, cheap books, and at the same time opposed to the piracy so much practiced in procuring them at the present time.

GEOMETRIC AND FREE-HAND DRAWING. For Teachers and Schools. By W. N. Hull, Cedar Falls, Iowa. Argus Print, Cedar Falls.

This little book, by a well-known teacher, will be of great assistance to instructors in drawing. It begins with a straight line, and advances step by step to more and more complicated figures, including plane and spherical geometrical drawings, animals, fruits, familiar household and other objects, and artistic designs. Each cut is accompanied with simple directions for drawing. Presented in the delightful way indicated in this book, the subject cannot fail to win the enthusiasm of the children.

A THOUSAND NEW HELPS TO HEALTH AND WISDOM. By George Alvah McLane. The Dime Wisdom Series, Part I. No. 1. Chicago: George A. McLane, Publisher.

This is the first number of a series that promises to be very valuable to teachers, students, and others. It is divided into two parts (1) helps and (2) hindrances, and the topics are arranged alphabetically. For instance, under "ability" are the author's remarks on "Why you should acquire ability," and "How to acquire ability," together with extracts from different authors. Other numbers in the series will follow in rapid succession.

SCIENCE AND POETRY, WITH OTHER ESSAYS. By Andrew Wilson, F. R. S. E. No. 100, Humboldt Library. J. Fitzgerald, Publisher, 24 East Fourth Street, N. Y. 15 cents.

The author recognizes the fact that the poetical interpretation of nature does not lead us into the midst of the problems of physical science; the poet's thoughts gratify us independently of any attempt at explaining the cause and origin of the phenomena described. Science can never supersede poetry, even in a grossly utilitarian time. The other essays are "The Place, Method and Advantages of Biology in Ordinary Education," "Science Culture for the Masses," and "The Law of Likeness and its Working."

REPORTS.

ANNUAL REPORTS OF THE PUBLIC SCHOOLS OF RALEIGH, N. C., 1887-8. E. P. Moses, Superintendent.

The city has a white school population of about 2,000, and the enrollment is 1,033. The superintendent believes one great obstacle to a larger enrollment is a lack of confidence in the public schools. This he believes to be unfounded and that the morals of the pupils can be cared for in the public schools, as well as in any other schools. Better progress was made than ever before, because the study of the science of education was more general among the teachers.

ANNUAL REPORTS OF THE PRESIDENT AND TREASURER OF THE INDUSTRIAL EDUCATION ASSOCIATION OF N. Y., 1888. Dr. Nicholas Murray Butler, President.

This organization founded as a philanthropic enterprise has become a great educational force, and has changed its platform of humanitarianism for purely educational reform and advancement. This is the testimony of its president. It has followed the educational tendencies in other countries, for in England popular education, so far as such a thing existed, was nothing more than a public charity until 1870. A science of education has been slowly evolving and it is differentiated from charity as well as from theology and economics.

The work of the association is divided into two parts, creating a public interest in manual training as an intellectual discipline, which involves the publication of information bearing on the subject, and in addition, a work that is strictly educational. Under the first branch is included the publication of the "educational leaflets" and "educational monographs," the lectures and arguments delivered by its officers, and the very extensive correspondence which is carried on at an enormous expenditure of time and labor, with educators in all parts of this country and Europe. The second consists of three parts: the College for the Training of Teachers; the Model School and the special classes. In the training of teachers the problem that had to be met was: "How to train teachers who shall know how to teach manual training." It is strictly a professional school and in its two years' course designs to train broad-minded, cultured, professionally trained teachers. Two additions to the teaching staff will be made before a second year's work is entered upon—a professor of natural science and a professor of history and methods of teaching. The Model School is a necessary adjunct of the Training College, in order that the future teacher may study the child, and that the pedagogic lessons learned may be tested and applied. The course of study includes manual training throughout, and the results for the past year, says the president, "wholly confirm our contention that manual training is not only beneficial in itself, but aids, not impedes, progress in other studies." In January instruction was begun each afternoon to pupils of the public schools in sewing, domestic economy, industrial art, and wood-working. Over 2,400 children applied, but for lack of room over 1,000 had to be turned away. No small amount of good has been done by the extra classes and the lectures. Through the kindness and generosity of a member of the Board of Trustees, a collection of nearly one thousand volumes has been made during the year, and it is used as a nucleus for a reference and circulating library.

Of manual training the president further says: "It is coming to be seen that manual training is simply one of the many reforms demanded by the spirit of educational progress, and that it stands side by side with the kindergarten and object teaching as the best means toward the desired end. It is one of the many protests against that sacrifice of the pupil to rule and to system which is only too common."

FIFTY-NINTH ANNUAL REPORT OF THE BOARD OF SCHOOL COMMISSIONERS OF BALTIMORE, MD., December 31, 1887. Henry A. Wise, Superintendent.

The report of the superintendent shows that many of the buildings are overcrowded, and that many improvements could be made to old buildings. He urges the importance of adopting a model school-house, which would result in a marked improvement in school architecture from year to year. He takes a decided stand in favor of manual training, and quotes the opinions of several leading educators on the subject. The Baltimore Manual Training School has met with great success. It has received the cordial support of the press, and has gained a strong hold on the confidence and patronage of the people. The superintendent says: "Manual training seems to be a natural outcome or extension of Froebel's kindergarten methods, and is essentially objective teaching. . . . Whenever manual work can be performed in a school in such a way as to supplement and aid the acquirement of the literary work, its introduction is unquestionably not only justifiable, but desirable."

The attention of the board is again called to the importance of establishing a training school for teachers. Many persons of good literary attainments have no aptitude for the work of the schools, and a training school would be a means of debarring such persons from the school-room. At the same time it would enable those who are to engage in teaching to enter upon their duties skilled in the theoretical and practical work of instruction. The committee on drawing succeeded during the year in obtaining the necessary models to enable the drawing teachers to carry out the design of the system of drawing now in use in the schools, and with this additional and long-needed facility, the progress of the pupils in this most useful branch will be greatly increased. The number of enrolled pupils in the day schools at the end of the year was 41,100, and in the evening schools was 350, under the charge of

1,007 teachers, two of whom are special teachers of music, and five of drawing. An average daily attendance of 83,969 in all the schools is reported.

LITERARY NOTES.

JOHN WILEY & SONS have among the books on their list "Practical Hints for Draughtsmen," by Chas. W. Maccord, of Stevens Institute.

HOUGHTON, MIFFLIN & Co. publish a second "Lessons in Arithmetic," by H. N. Wheeler, designed as a companion to Warren Colburn's "First Lessons," and a new and revised edition of Andrews & Stoddard's Latin Grammar, edited by Prof. Henry Preble.

SCHUBNER & WELFORD publish a third volume of Irving's Shakespeare.

A. S. BARNES & Co. publish Rev. Dr. Lyman Abbott's commentary on the Book of Romans. It is an octavo volume of 240 pages, and well illustrated.

LEE & SHEPARD have in press a book on Mexico, by Mrs. Mary Elizabeth Blake and Mrs. Margaret F. Sullivan, which treats of the history, government, and present social and political condition of that country.

D. C. HEATH & Co. will publish a primer by Sarah Fuller, the object of which is to teach the deaf to read by associating printed words with pictures.

The **SCHUBNERS** have put in paper form Mr. Bunner's popular story of "The Midge," and Mr. Boyesen's "Gunnar," for summer reading.

D. LOTHROP COMPANY issue a volume entitled, "Fancies for Thoughts," which will, without doubt, prove as popular as the other "Fancy" books. It was prepared by Miss Grace Livingston, under Mrs. Alden's supervision.

BOOKS RECEIVED.

An Ocean Tramp. By F. Heywood. Boston: D. Lothrop Co.

My Wonder Story. By Anne Kendrick Benedict. Boston: D. Lothrop Co.

Arabian Nights. By Edward E. Hale. Boston: Ginn & Co.

Martin Van Buren. By Edward M. Shepard. Boston: Houghton, Mifflin & Co. \$1.25.

Problems of To-day. By Richard T. Ely, Ph.D. Boston: T. Y. Crowell & Co.

Living Creatures of Water, Land, and Air. By John Monteith, M.A. Cincinnati: Van Antwerp, Bragg & Co.

Man a Revelation of God. By Rev. G. E. Ackerman, D.D. New York: Phillips & Hunt. \$1.50.

The Story of Turkey. By Stanley Lane-Poole. New York: G. P. Putnam's Sons.

For Fifteen Years. By Louis Ulbach. A Counsel of Perfection. By Lucas Malet. New York: D. Appleton & Co. 50 cents each.

Victories of Love and Other Poems. By Coventry Patmore. Cassell & Co. 10 cents.

CATALOGUES AND PAMPHLETS RECEIVED.

Seventh Annual Catalogue of Bishop College, Marshall, Texas, 1887-8. S. W. Culver, A.M., President.

Constitution and By-Laws of the Ladies' Reading Club of Houston, Texas, with list of Officers and Members, and Schemes of Exercises during 1887 and '88, etc.

Catalogue and Circular of the State Normal School at Bridgewater, Mass., 1888. Albert Gardner Boyden, A.M., Principal.

Fourteenth Annual Catalogue of the State Normal School at California, Pa. Theo. B. Ness, Ph.D., Principal.

Catalogue and Circular of the State Normal School at St. Cloud, Minn., 1888-9. Thomas J. Gray, President.

Address of Hon. James S. Hook, State School Commissioner, Georgia, before the Georgia Teachers' Association at Macon, May 1, 1888; also an address before the Colored State Teachers' Association at Athens, May 2, 1888.

Bulletin of the Agricultural Experiment Station, Cornell University, May, 1888. Prof. I. P. Roberts, Director.

Thirty-Eighth Annual Catalogue of the University of Rochester, 1887-8. Martin B. Anderson, LL.D., L.H.D., President.

Twenty-ninth Annual Report of the Trustees of the Cooper Union for the Advancement of Science and Art, 1888. Edward Cooper, President. During the year the number of day students was 407, and of night students 3,081. The free library and reading room is one of the largest and best in the country.

The Third Annual Report of the State Normal School at Milwaukee, Wis., 1888. J. J. Mapel, President.

The Somerville, Mass., Report on Manual Training. Industrial Education Association, New York City, Educational Leaflet No. 17.

First Annual Catalogue of the Technical School of Cincinnati, 1887-1888. Geo. R. Carothers, Superintendent. A certain amount of shop-work is required all through the course, as practical illustration of the instruction received in the drawing room. The results are considered highly satisfactory.

MAGAZINES.

The *American Meteorological Journal*, Ann Arbor, Mich., believes that a large increase in our knowledge of tornadoes is important, and has therefore offered prizes for the best discussion of them. The first prize is \$200, the second \$50; and \$50 will be divided among those worthy of special attention. A good chance for teachers.—Among the articles in the July *Outing* that will attract special attention are "An Irish Outing, Awhel," "After Trout in Canadian Waters," an illustrated article on "Richfield Springs," and "Ramble with the Camera in the Lower Delaware Valley."—The *Magazine of American History* has done much to create and sustain an interest in historical matters. The July number has among other articles "The Continental Congress," "Personal Recollections of Andrew Johnson," "East Tennessee One Hundred Years Ago," "Washington's Diary for August, 1781," etc.—The *Nation* recently celebrated its twentieth anniversary. It has done much to elevate the tone of discussion of American politics, and its literature and art criticisms are unsurpassed.—*Vick's Magazine* is always a welcome visitor in the home. The July number contains the usual quota of bright, entertaining articles about flowers and plants.

NEW BOOKS.

TO be published by us in the fall of 1888. Copies of any of these books will be sent post-paid, if ordered before Sept. 1, for two-thirds the retail price and delivered at once on issue. Orders and correspondence solicited.

Welch's Talks on Psy-

CHOLOGY.

Cloth 16mo, about 130 pp. Price, 50 cts. Ready Aug. 1.

Welch's Teachers' Psy-

CHOLOGY.

Cloth, 16mo, about 325 pp. Price, \$1.25. Ready about September 1.

Both these are by Pres. A. S. Welch, President of the Iowa Agric. College, at Ames. We predict for them great popularity.

Gardner's Town and

COUNTRY SCHOOL BUILDINGS.

Cloth, quarto, about 180 pp. Price, \$2.00. Ready Sept. 1.

By the veteran architect and writer, Mr. E. C. Gardner, of Springfield, Mass. Contains about 25 designs of school-houses of all grades, but especially of country school-houses, in all about 100 illustrations, floor plans, etc. Send for circular containing full description, etc.

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SERIES I.

A set of 12 cards, each containing a short lesson in language, writing, arithmetic, drawing, etc., for employing children when not reciting. Ready Sept. 1. In neat envelope.

Southwick's Quiz-Book

ON THEORY AND PRACTICE OF TEACHING.

Cloth 12mo, about 200 pp. Price 75 cent.

Mr. Southwick is well known as unexcelled in asking and answering questions. This is not only the cheapest, but the authorized copyright edition.

Teachers' Manuals Series.

7. Huntington's Unconscious Tuition.

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An entirely new and original work, by the author of "Mistakes in Teaching."

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Revised and rewritten by the author of "Educational Reformers."

10. Hoffmann's Kindergarten Gifts.

Paper. 16mo, about 50 pp each. Price, 15 cents each.

Dewey's How to Teach Manners.

Cloth, 16mo, 100 pp. Price, 50 cents. By MRS. J. M. DEWEY, of the Normal School at Rutland, Vt.

Shaw and Donnell's School De-

VICER.

A new edition, revised and enlarged by 100 pages of entirely new material. Price, \$1.25; to teachers, \$1.00; by mail, 9 cents extra. Nearly ready.

Allen's Short History of Educa-

TION.

Cloth, 16mo, about 180 pp. Price, 75 cents. By DR. JEROME ALLEN, Associate Editor of the JOURNAL and INSTITUTE; author of "Mind Studies for Young Teachers."

Ballard's Physical Education.

A concise manual of gymnastics for country schools, fully illustrated. Cloth, 12mo, 100 pp. Price, 50 cents.

JUST READY.

THE AMERICAN EDITION OF

CURRIE'S EARLY EDUCATION.

The Principles and Practice of Early and Infant Education, by JAMES CURRIE, A.M., author of "Common School Education," etc. With an introduction by CLARENCE E. MELENEY, Supt. of Schools, Paterson, N. J. Cloth, 16mo, 300 pp. Price, \$1.25; to teachers, \$1.00; by mail, 9c. extra.

WHY EVERY TEACHER SHOULD HAVE IT.

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151 Wabash Avenue, Chicago.

A PRACTICAL BOOK.

INDUSTRIAL EDUCATION.

By SAMUEL G. LOVE, Superintendent of Schools at Jamestown, N. Y.

CONTENTS. Preface; Suggestions to Teachers. Part I. The Claims of Manual Training. Part II. Introduction of Manual Training in the Jamestown, N. Y., schools, and Course of Study, from the lowest primary to high school. Part III. Suggestions, Lessons, and Methods of Instruction in Manual Training in Primary School. Part IV. Manual Work for Boys and Girls in the Grammar School. Part V. Manual Training in the High School.

Manual Training is coming into a very prominent position, and the book just published by us, will be welcomed by teachers everywhere. Supt. S. G. Love, of Jamestown, N. Y., began introducing Manual Training fourteen years ago, and this book describes his plan. He now has 2200 children in the schools, all graded, and nearly all receiving instruction in Manual Work. The book is specially valuable because it points out the proper work for each grade; he gives the results of his experiments. The price is \$1.75; to teachers, \$1.40; by mail, 12 cts., extra.

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SCHOOL TEACHERS.

Members of the National Educational Association should bear in mind the fact in connection with the San Francisco meeting, that the

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